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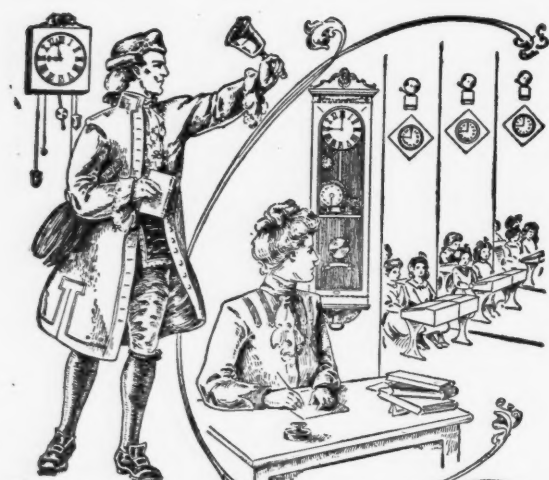
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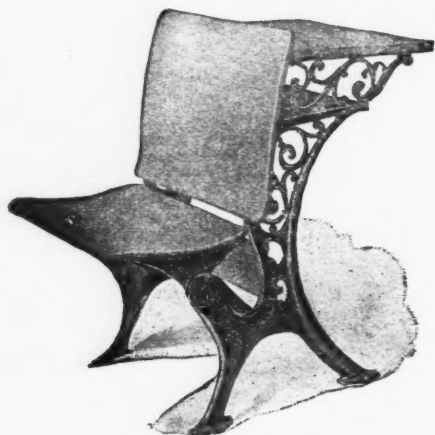
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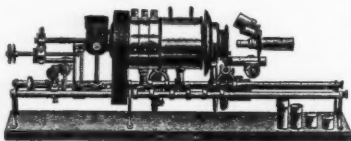
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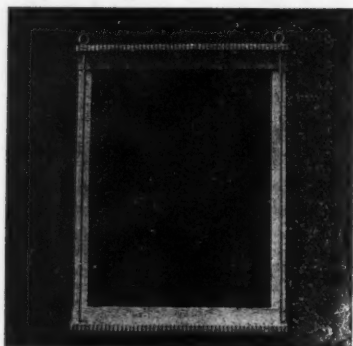
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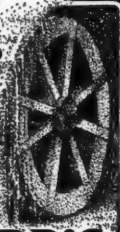
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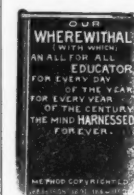


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A Weekly Journal of Education.

Vol. LXVII.

For the Week Ending November 7.

No. 17

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Autumn Oxygen.

These bracing ozone-laden Autumn days seem to be made especially for work. There is little need of urging. The danger is rather that too much may be attempted in the burst of enthusiasm. The wise teacher will avoid the assignment of home lessons as far as is possible. The right kind of interest kindled at school will make the children do some kind of work anyway, if only a little suggestion is offered. The delight derived from voluntary effort helps to advance the pupils far more than any compulsory tasks performed out of school hours.

As a rule, teachers in primary schools should assume that their pupils' energies are sufficiently taxed during school hours and leave the remainder of the day free from imposed scholastic duties. Time should be left for free play and rest. Let the little ones have the full benefit of out-of-door enjoyment. By this means health and energy will be stored up to help them over the dull days which set in just before the breaking-up of winter. Let them have the fresh out-door air with which nature cheers the Thanksgiving month, and indoors let them breathe deeply the oxygen of sympathy and joyfulness.

School Discipline.*

Did you ever stand at the corner of a street near a school building and watch the children going to school? If you have, and your mind has been filled with that old, but mistaken notion that the school boy comes creeping like a snail unwillingly to school, you will have to revise your opinion at once. There is too much life, interest, activity, the delight of childhood, to allow the low, hum-drum notions of forty years ago to prevail now. The children have been told not to come too soon and yet be on time. This is business like. "On Time," is the motto. Not too early, not too late—just on time. But wide-awake boys and girls find it hard to wait until the stated time, and they often gather around the gate and door long before they are opened and impatiently wait for the janitor to let them in.

The principal and teachers see them, but do not scold. Instead they are very apt to give the "early birds" a smile of welcome. Indeed they have rather expected them and are proud of the interest thus shown. Now draw near; the doors have opened and a hundred little feet are trudging rapidly across the threshold eager to begin the work of the day. It is not "the rush of the avalanche," but the forward movement of the men and women of to-morrow.

Then comes a silence broken only by the frequent arrival of some who have been delayed—for good reasons it may be. Occasionally the tardy signal is withheld a few minutes to allow the latest comer a fair chance to get to his room; then, bang goes the signal and business begins. A song is sometimes taken up by one of the rooms, which is joined in by others until it swells into a chorus of five hundred or more voices. More frequently, however, each room will sing its own song, but in either case the music indicates happiness and contentment on the part of the pupils. You may walk away and wish you were a boy again, but if you will tarry and step into

one of these rooms, you are very apt to see something that will charm you.

The room is neatly decorated with a number of pictures carefully selected and tastefully arranged, a few choice potted plants, the old flag which the boys and girls are taught to love, and other decorations which please the eye and add to the beauty of the school-room. The blackboards contain much of the work for the day, together with some things which the teacher desires to be carefully noted, but all is a model of neatness.

The song has ended. Forty happy faces are turned toward the teacher full of love and expectation. A few choice quotations are now in order—some in concert, some by individual pupils, some by the teacher—all choice literary gems full of noble sentiment.

Where is the discipline, you may ask. There is none in the sense of forty years ago. It is not needed. The teacher is anxious to do that which is best for her pupils and they know it. They love her and she knows it. They are responsive to every wish expressed or understood. Happy co-operation, therefore, is the law by which the school is controlled. Is this true of every school? It is certainly true of most of them. If the reader has any doubt on this point he may call where he pleases at any time and find out for himself.

What is good school discipline? It is not absolute quiet. Where death-like stillness prevails very little work is done. Where a spirit of sympathetic co-operation between teacher and pupils is manifest, good school discipline prevails. The hum of industry means life and effort and where these conditions exist there is growth and the accomplishment of results.

It is wonderful how much work children will do for an appreciative teacher when they know that she understands her work and is thoroly prepared to teach them. Thus it often happens that an unassuming teacher who does not seem to possess great executive ability grows in strength and influence with her pupils because she is prepared for her work and knows how to direct the energies of her school. The "born teacher" without education and training sinks into mediocrity before the growing teacher who has been trained for the work and knows how to create interest and direct energy.

The best preparation for school discipline is a thoroly knowledge of the subjects to be taught, careful preparation for each day's work, correct plans for its presentation, and tact in turning on the energy of the class. For such, pupils will have the profoundest respect and co-operation, and work follows naturally. Expression becomes the rule instead of repression without life. When the children stand up on both feet and talk frankly upon the subject under discussion, there is good order, for well directed interest is good order. Of course there are a few here and there who respect force only, but such cases are rare. They have to be handled with decision at times and forced to recognize an authority which they have not yet learned to respect, because of irregularity of attendance or the absence of home influence. Sometimes the teacher may be at fault in part, sometimes the parents, more frequently outside attractions and late hours. Usually even in such cases, if parents and teachers thoroly co-operate, trouble soon ceases.

Our teachers are earnestly seeking to so understand each child that the wisest thing may be done at all times for each individual. It is understood to be a greater ac-

*From the annual report of Superintendent Shawan, Columbus, Ohio.

complishment to secure the sympathetic co-operation of a wilful pupil than it is to compel his submission to authority by force. A fine instructor is usually an excellent disciplinarian, while a specialist in government is frequently a very poor instructor. We have been striving earnestly to reach that higher ideal in which interest in work and love of the right for its own sake make the outward appearance of the exercise of special authority unnecessary. Many schools have already reached this condition and the number is increasing yearly.

A Thanksgiving Celebration.

By ALICE ORMES ALLEN, Massachusetts.

Last year Thanksgiving took us by surprise, as it were. Being limited for time, the editorial "we," in the shape of the teacher, decided to have an impromptu celebration which should be for the pleasure and profit of the little people themselves instead of a spectacular affair for the edification of admiring parents.

Our resources proved to be a collection of drawings and paintings which traced the Pilgrims by windmill and wooden shoe from Holland, on Mayflowers fearfully and wonderfully made, to log cabins in the wilderness of the new country. There were also several collections of compositions under such titles as "Holland," "The Pilgrims in Holland," "The Ocean Voyage," "The Pilgrims in America," "The First Thanksgiving."

These were the fruit of the daily narrative which had been begun early in November and had carried the wanderers thru all their experiences to a final destination on New England shores. They were original compositions, but the range was wide and varied. The best ones were laid aside with the selected drawings for future reference.

I next made a note of the fall songs appropriate for use, and of those which were especially designed for the occasion. There was quite a list of these. By this time my courage, which had been at a minimum at first thought, began to rise.

Some of the children had been inquiring for several days about "Thanksgiving pieces" and saying that mamma wanted to know whether there was going to be an "entertainment," so the next morning, when I announced that we were not going to have any their little faces were eloquent of disappointment. "We are not going to have any visitors this year," I continued, "but we are going to have some fun all by ourselves. I will tell you about it in a few days."

That same day we began learning "Old Hundred." I taught it to the children slowly, telling them that the pilgrims used to sing slow solemn songs like this, and for recreation we sang it marching, to see whether they could keep in step with the rhythm of the music.

The Handkerchief. Mystery.

Two days before the Wednesday when we were to have our exercises I asked the girls each to bring two, and if they could three, large white handkerchiefs and two small ones. They all looked greatly mystified over such a request and a little titter of excitement escaped when I told them that the handkerchiefs would have something to do with our good time on Wednesday.

The handkerchiefs began to appear that afternoon. I had several on hand to supply deficiencies. Those who had them were more than willing to remain after school and learn the solution of the mystery.

I folded a large handkerchief diagonally across the middle, laid it around fair-faced little Edna's shoulders and pinned it in front. A better kerchief for a little maid one could not ask. The second handkerchief I folded backwards from the hem about three inches. I then laid it on her head with the fold framing her face, and asked her to hold it in position and turn around.

The hem fell so far below her neck in the back that I had to turn it under several inches till it came barely to

the curve of her neck. Then I took the two lower corners and bringing them together at the center pinned them one over the other. This left a flap above, which had to be flattened out and pinned at each corner. My little maid dropped her hands and turned around and lo! she was transformed into a wee Puritan lass, cap and kerchief. It needed but the third handkerchief pinned to the belt at the upper corners to complete her costume with a demure white apron. The two small handkerchiefs I folded and pinned on for cuffs. Some of the girls who could not bring large handkerchiefs brought napkins. They served the purpose almost as well and were even preferable for the caps, as they were stiffer and stood out better from the face.

The caps were all fitted and pinned beforehand. A few stitches took the place of the pins and they were then laid away till they were needed, but it required some previous green-room assistance on the day itself to arrange the final details.

I asked each of the boys to bring one large handkerchief and two small ones, a belt, preferably black, a soft black felt hat, and a short dark cape, either cloth or waterproof.

Various Outfits.

A few came with the outfit complete, but more with only part of the articles and we had to eke them out as best we could.

Their imaginations were by this time roused and alert and they could see a doughty pilgrim forefather thru the merest suggestion of a costume. I pinned on the small handkerchiefs for cuffs, making them broader than for the girls. The large ones folded in halves made excellent collars. The boy with belt, hat, and cape was so manifestly a reincarnated forefather that no inquiry as to his role was necessary.

The whole effect, especially on the girls' side, was entrancing. One could readily understand the witchery of such a costume upon masculine susceptibility. I myself fell in love with my pilgrim lassies *en masse*.

When we were all arrayed—including—much to the children's glee—the teacher, I suggested that those who wished should be some especial personage. John Alden, Priscilla, Betty Alden, Governor Bradford, Capt. Miles Standish, and others promptly designated themselves. We had talked about the quaint names of that day and others chose Prudence, Faith, Patience, Truth, Good Will, and Love. The names did not quite go round, but there were enough to keep up the spirit of the occasion.

When I had asked the boys to bring their paraphernalia I had suggested that those who had them should bring Indian things, as we would want some of the Indians with us who had been invited to the first Thanksgiving celebration.

Two of the boys had Indian suits, several others rough-riding suits (which are quite adaptable), and another small lad the ingenuity which supplies material deficiencies. He had borrowed a striped blanket from a neighbor and had transformed a handful of turkey feathers into noble chieftain headgear, thrusting them thru a strip of cloth to be pinned about his forehead. The feathers trailed in glory down his back and elicited admiring attention from the feminine constituency. He was a small boy but he had a lordly air and I was not surprised when he announced that he was the "Big chief, Massasoit." Willie "guessed" he'd be Samoset, and Tim took Hobson's choice on Squanto. The remaining Indians decided to be Massasoit's braves.

The Entertainment.

We spent a few moments talking over these famous characters and noting the luminous points in their careers. The children had become so familiar with them during our month of simple study that they were able to recall most of the important facts and a little questioning elicited the rest.

The last thing as I dismissed them the day before I had told them that each one might bring an apple the

next afternoon, and we would have a Thanksgiving feast and eat the fruit in school.

Eating in school is ordinarily so heinous a crime that the mere thought of it was fraught with fearful joy. Archie thought that it would be appropriate to have some nuts, very likely the pilgrim children gathered them for that first Thanksgiving feast. We accordingly added nuts to our list, tho not to our bill of fare. Imaginative Jessie asked if she might bring a yellow bowl full of corn meal to represent the puddings of pounded maize.

Tom, with a twinkle in his eye, suggested a can of sardines to stand for the fish they brought from the sea, some one else thought we might have pictures of turkeys if we couldn't have the real article. Many of the suggestions showed that the children were thinking, even tho their ideas might not be practicable.

Whatever our impromptu celebration lacked in formality or technical excellence was more than atoned for by the fervor and enthusiasm of the children.

We donned our kerchief costumes and sang our little songs. The owners of the selected compositions were called upon to read them and there was an element of interest in this because it was unexpected.

I had put up the drawings around the room, and also some Thanksgiving pictures which I gleaned from papers and magazines. On the board I had drawn with bold broadside effect the Mayflower tossing in the waves, and again at anchor in the harbor. This was flanked by turkeys, pumpkins, stalks of corn, and other popularly accepted accessories of Thanksgiving festivities.

During the exercises I called on a child whom I knew would be equal to the occasion to go to the board and draw a picture of the kind of houses the Pilgrims lived in. The log-cabin he drew was not perfect, to be sure, but it was sufficiently natural to be identified as such.

I read a short Thanksgiving story and after that we marched around our room and into several of the other grades singing Old Hundred to a stately measure. I had previously given each child a book, to represent a hymn-

book. The "men" who were not encumbered with rifles carried theirs under their arms, but the "women" clasped them against their breasts with truly impressive effect. The Indians, of course, eschewed such godly accompaniments.

It was not difficult for the children to imagine themselves really Pilgrims of a long gone generation, on their way to church, and tho possibly their originals did not always sing psalms in the open wilderness, nor company with savages in their Sabbath worship, such little details of fact were quite inferior to the spirit of the occasion.

We came back from our processional and fell to the final business of the feast with great earnestness and zeal.

I had given the children permission to talk if they would "talk pilgrim," and the munching of apples was spasmodically interspersed with such potentious remarks as, "We had a rough voyage coming over in the Mayflower. I was dreadfully sick." "It is a good thing we have enough to eat now. Weren't you frightened when you first saw the Indians?"

I must admit that conversation moved more easily when I extended the limitations of the conversation to general topics.

We had saved our favorite song for the conclusion, and the children returned to their seats and sang it with expression of supreme content on their small faces.

I felt as if an afternoon had not been entirely lost which brought them, even tho inadequately, into touch with that pioneer band of noble men and women, and I believe that the word "pilgrim" will hereafter be more eloquent to them than the most exhaustive repertoire of pieces could ever have made it.

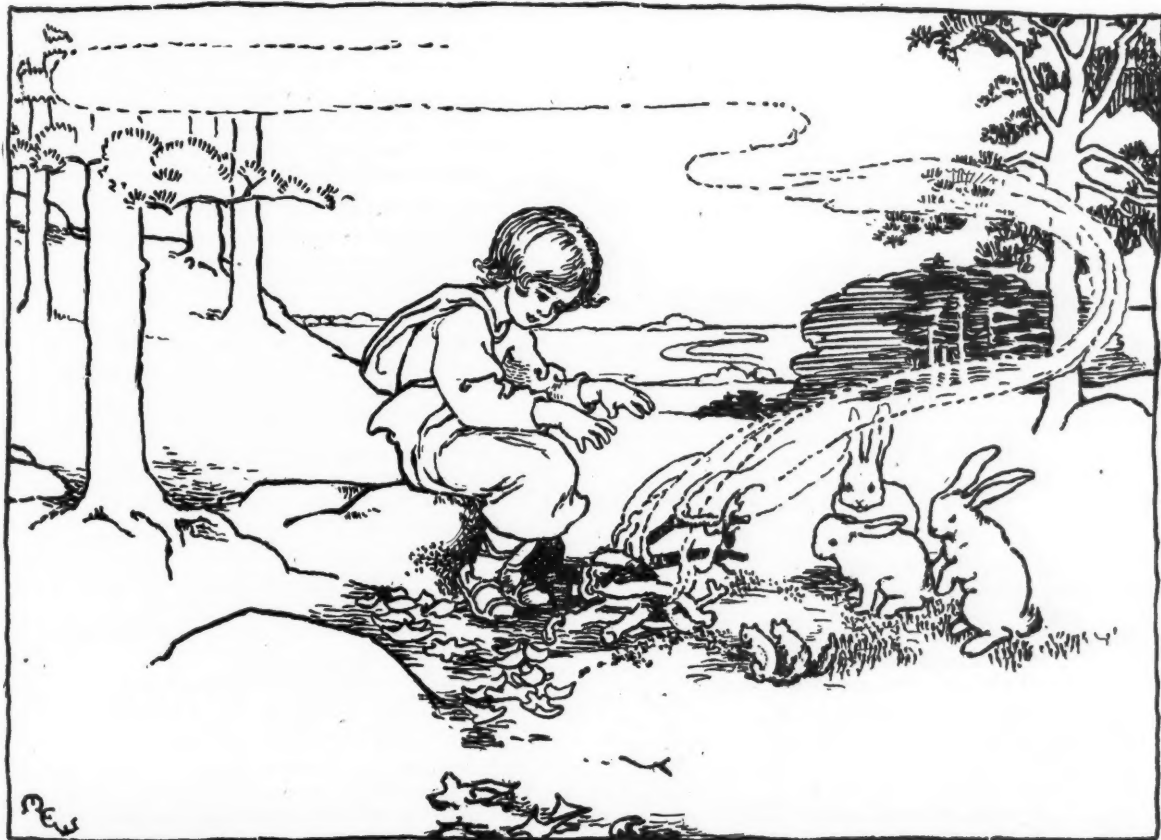
If you would that your neighbor were good—that's good.

If you would that yourself were good—that's better.

If you would that both your neighbor and yourself were better, then make yourself happy—that's best.

Worsham, Va.

J. D. EGGLESTON, JR.



NOVEMBER FEELS THE COMING WINTER'S CHILL

Poems to be Memorized.—The New York City List.

All who are interested in school work have awaited with eagerness the publication of the new course of study for New York city. Nor has there been reason for disappointment; in suggestiveness and in practical working value, it is all that could be asked by the most progressive teacher.

The course suggests that in each of the eight elementary grades, more or less good poetry be memorized. The poems from which the selections for Grade 7A are to be made, are given below. At least four lines should be memorized each week. The list of poems for succeeding grades will appear in later numbers. The list as published here, was collected by Miss J. A. Clark, of Public School No. 4, Manhattan, and it was loaned to THE SCHOOL JOURNAL thru the courtesy of Miss Lizzie E. Rector, principal of the primary department.

Little Pussy.

I like little pussy,
Her coat is so warm,
And if I don't hurt her
She'll do me no harm;
So I'll not pull her tail,
Nor drive her away,
But pussy and I
Very gently will play. —TAYLOR.

A Dewdrop.

Little drop of dew,
Like a gem you are;
I believe that you
Must have been a star.
When the day is bright,
On the grass you lie;
Tell me, then, at night,
Are you in the sky? —SHERMAN.

Who Has Seen the Wind?

Who has seen the wind?
Neither I nor you;
But when the leaves hang trembling,
The wind is passing thru.
Who has seen the wind?
Neither you nor I;
But when the trees bow down their heads,
The wind is passing by. —ROSSETTI.

Cradle Song.

Sleep, baby, sleep,
Thy father is watching the sheep!
Thy mother is shaking the dreamland tree,
And down drops a little dream for thee,
Sleep, baby, sleep!
Sleep, baby, sleep!
The great stars are the sheep,
The little stars are the lambs, I guess;
The bright moon is the shepherdess.
Sleep, baby, sleep.
Sleep, baby, sleep!
Thy father is watching the sheep!
Thy mother is shaking the dreamland tree,
And down drops a little dream for thee,
Sleep, baby, sleep!
—From the German.

Rain.

The rain is raining all around,
It falls on field and tree,
It rains on the umbrellas here,
And on the ships at sea. —STEVENSON.

The Wind.

I saw you toss the kites on high
And blow the birds about the sky;
And all around I heard you pass,
Like ladies' skirts across the grass—
O wind, a-blowing all day long,
O wind, that sings so loud a song!
I saw the different things you did,
But always you yourself you hid.
I felt you push, I heard you call,
I could not see yourself at all—
O wind, a-blowing all day long,
O wind, that sings so loud a song!

O you that are so strong and cold,
O blower, are you young or old?
Are you a beast of field and tree,
Or just a stronger child than me?
O wind, a-blowing all day long,
O wind, that sings so loud a song!
—STEVENSON.

Boats Sail on the Rivers.

Boats sail on the rivers,
And ships sail on the seas;
But clouds that sail across the sky
Are prettier far than these.
There are bridges on the rivers,
As pretty as you please;
But the bow that bridges heaven
And overtops the trees
And builds a road from earth to sky,
Is prettier far than these. —ROSSETTI.

Mother Goose Rhymes.

Humpty Dumpty sat on a wall;
Humpty Dumpty had a great fall;
Not all the king's horses, nor all the king's men
Could set Humpty Dumpty up again.

"Mistress Mary, quite contrary,
How does your garden grow?"
"With silver bells and cockle shells,
And pretty maids all in a row."

Little Jack Horner sat in a corner,
Eating a Christmas pie;
He put in his thumb, and pulled out a plum.
And said, "What a good boy am I!"

Little Bo-Peep has lost her sheep
And can't tell where to find them;
Leave them alone, and they'll come home,
And bring their tails behind them.

Little Bo-Peep fell fast asleep,
And dreamt she heard them bleating;
But when she awoke, she found it a joke,
For still they all were fleeing.

Than up she took her little crook,
Determined for to find them;
She found them, indeed, but it made her heart
bleed,
For they'd left their tails behind them.

Little Boy Blue, come blow your horn,
The sheep's in the meadow, the cow's in the corn;
What! is this the way you mind your sheep,
Under the hay-cock, fast asleep?

Baa, baa, black sheep, have you any wool?
Yes, marry, have I, three bags full;
One for my master, one for his dame,
And one for the little boy that lives in the lane.

Rockaby, baby, on the tree top,
When the wind blows, the cradle will rock,
When the bough breaks, the cradle will fall,
Down comes the baby, cradle and all.

Rockaby, baby, thy cradle is green;
Father's a nobleman, mother's a queen.
And Betty's a lady, and wears a gold ring,
And Johnny's a drummer, and drums for the king.

Composite Estimate of Dr. Maxwell.

The present sketch is made up of various estimates of the personal characteristics of Superintendent, Maxwell of New York city. Composite reviews of his administration were published in these pages October 17 and 31.

Dr. William H. Maxwell is by birth one of the governing class, of a nation whose children proverbially have no aversion to a contest of arms or wit, a nation characterized by unrest within its own borders "when Greek meets Greek," and its infinite capacity of rising to leadership in the freer air of the Republic, born, in other words, with blood having more than a trace of authority and autocracy in it.

By education he is school-bred in institutions which emphasized much the classical drills, cultivating a taste for language and a precision of speech rather than a taste for science and mathematics. His humanistic predilections were further developed in the university. His frequent references to personal boyhood experiences in the elementary schools seem to argue that a strong impression was there made upon him.

By business training (and by nature) he is systematic and rapid in execution. His knowledge of men and things has been acquired on the executive rather than the human side. While of immense organizing power he is lacking, as many aggressive constructive agents lack,



in ability to take an objective point of view, *i. e.*, to see a plan thru the eyes of others. This has, at times, led to grave errors in judgment and to very serious misunderstandings. For this reason, also, he is regarded as "an administrator rather than an educator."

His positive powers may be summed as strength and energy, the possession of a definite policy of organization persistently adhered to, authoritative and autocratic, painstaking and systematic, resourceful and bold, of keen intellect, precise and logical, of ideals which are made to take actual form.

He is of a vigorous, physical development which has counted much in his favor: tall, strong, forceful, energetic. At the same time he is unhesitant in the use of such physical characteristics to impress or overawe, as occasion requires.

Mr. Maxwell possesses a marked power of concentration. All his interests are limited to school affairs. Great additional weight is thus given to any movement in which he takes the lead. But this very virtue sometimes, and necessarily, entails a limited view, especially when the broader relationships of life and education are concerned which are not so evident from a purely scholastic standpoint.

It is but natural that from a personality as strong and positive as his there should arise difficulties. Chief among these is a lack of sympathy, owing largely to absence of objective point of view. As a result, his judgment of men is not always sure. He is prone to resort to force rather than reason. Fear is thus frequently substituted in performance for affection or regard. Moreover, not counting heartaches, and feeling confidence in his power and capacity to carry things thru, he is often led into

undertaking operations without a full estimate of the cost. This absolute reliance on personal judgment practically shuts out suggestions of friendly critics, and has, to a certain extent, isolated him.

The administration of Dr. Maxwell has been wonderfully successful in many respects. Among the good results may be noted the greater respect enjoyed by principals and teachers, the exclusion of political favoritism, greater attention to detail in official matters (some of the best statistical reports ever issued in any school system have been prepared by Mr. M.); revolutionary changes made without revolution (departmental organization, teachers examinations, etc.); a feeling and respect for headship which has quieted much petty bickering and overt criticism, a unifying of our enormous system, a magnifying of the importance of the schools thru the impressive person of their head, a raising of educational standards in work and of professional standards in the workers. Definite encouragement has been given to the various departments which mark the broadening educational spirit of the times, especially to music and the arts, the training of defective children, vacation school work, and compulsory education.

There are dangers observable. But many of them may yet be overcome. Many of the changes recently made have been sudden, growth has been forced in many places, the development even of good things has been in advance of their comprehension and the possibility of their assimilation. A condition of instability or at least a feeling of it has been caused thereby. Gigantic schools have been formed thru consolidation, and as a result principals are becoming more and more business agents, losing touch with teachers and children. There is a multiplicity of reports and the danger of an overgrowth of bureaucracy.

His ideals as translated into practice are the higher professional training of teachers, higher professional remuneration, systematic tests of professional fitness, precision of business management, unification of all elements of the system, with definite educational ideals of original and individual work, etc. All these things have been realized to a high degree in the face of tremendous opposition, and stand as a monument to the stout heart, clear eye—and hard hand—of the executive.

Coming Meetings.

- Nov. 5-7.—Northern Illinois Teachers' Association at Joliet. Supt. H. H. Kingsley, Normal, president; S. F. Parsons, DeKalb, secretary.
- Nov. 6.—Norfolk County, Mass., Teachers' Association, at Boston.
- Nov. 6.—Barnstable County, Mass., Teachers' Association, at Hyannis.
- Nov. 8-9.—Central Ohio Teachers' Association, at Cincinnati. Miss Mary L. Pratt, Delaware, secretary.
- Nov. 25-27.—Oregon State Teachers' Association, Eastern Division, at Pendleton.
- Nov. 26.—Southeastern Kansas Teachers' Association, at Independence.
- Nov. 26-27.—South Central Missouri Teachers' Association, at Seymour. J. A. Hylton, Ava, secretary.
- Northwestern Kansas Teachers' Association, at Woton.
- Southwestern Kansas Teachers' Association, at Garden City.
- Western Kansas Teachers' Association, at McCracken.
- Nov. 27-28.—Massachusetts Teachers' Association, at Boston. Supt. Louis P. Nash, Holyoke, president.
- Lake Superior Teachers' Association, at Superior, Wis.
- North Texas Teachers' Association, at Bonham.
- Nov. 29-30.—Eastern Ohio Teachers' Association, at Zanesville. W. H. Maurer, Steubenville, president; Miss Myrtle Young, Roscoe, secretary.
- Northwestern Ohio Teachers' Association, at Toledo. W. W. Chalmers, Toledo, president; Miss Mame I. Gleason, Defiance, secretary.

School Gardens at River Falls Normal School.

By A. L. Ewing, River Falls, Wis.

For the past two years school gardens, or farms, have been in operation at this school in connection with the course in agriculture. After plowing, forming a seed bed, and plotting the ground, the entire work is in the hands of the students. A space of two square rods is assigned to each pupil who is held responsible for the planting and proper care of this area. The entire work is thus on the individual plan and is counted as part of the pupil's laboratory work. The pupil plots his farm into spaces some four by four feet, others four by eight feet. These he represents as a plan in his note-book. On these plans he notes kinds of seeds planted, date of planting, and purpose of the experiment. Each farm is separated from adjoining farms by a path one foot wide. Matters to be experimented on are discussed in class and directions given from day to day for the planting. On about three-fourths of the ground each pupil performs the same experiment, so planting as to produce uniformity of appearance. On the remaining one-fourth individual liberty is allowed. It is the aim of each experiment to determine one thing, a check plot always being planted in order to observe carefully the effect in the matter under consideration.

The following indicate some of the experiments attempted by the members of the classes:

1. To determine the effect of planting large, plump seeds as compared with small seeds. Radish seeds are separated into large and small seeds and the two lots planted under like conditions.

2. To determine the effects of deep or shallow planting, the same kind of seeds are planted at different depths.

3. To determine methods of planting, the soil is left in a loose condition firmed and made compact in different plots.

4. To determine effect of thoroly preparing the seed bed, seeds are planted in coarse, cloddy soil and in finely pulverized soil.

5. To determine the effects of cultivation, one plot is thoroly cultivated while the check plot has the weeds removed with little stirring of soil.

6. To show importance soil texture as compared with adding plant food, manuring, with compost, and with little cultivation as compared with thoro cultivation without manure.

7. The effect of nitrogen as a fertilizer is tested by applying sodium nitrate to lettuce plants.

8. The effect of potassium as a fertilizer is tested by using potassium sulphate on radishes.

9. The effect of phosphorus as a fertilizer is tested by using phosphoric acid on barley.

10. The effects of wood ashes and of compost tested as above.

11. To study a source of nitrogen to the soil and test the adding of nitrogen fixing bacteria, clover seed is planted on soil to which soil from an old clover field is added.

12. Potatoes are planted to show formation of tubers, their position and nature. Also to infer the proper depth of planting.

13. Beans, cucumber, onion, etc., planted to note manner of growth, number of cotyledons and to become familiar with their appearance, possible effect of frost, their enemies, and other incidental matters.

It will be appreciated that this work is confined to the spring term and that only products that grow quickly may be experimented on, or those that will grow sufficiently to show results, owing to the time of closing of the school year. In most of the tests indicated the results are such as might be hoped for, in many instances they are very decided. We purposely anticipate some failures, otherwise I fear the exercise would not properly prepare the pupils to appreciate the farmer's task.

In case of our lettuce tests with sodium nitrate and the radish tests with potassium fertilizer, and also with large and small seeds, the pupils have prepared cards with their products attached and properly labeled. These cards are placed on exhibition.

It is by no means expected that students will get results in themselves reliable, especially as the work is carried on with little immediate supervision. Indeed the work is intended to familiarize the student with matters pertaining to agriculture, to interest him in and acquaint him with the nature and scope of the problems that confront the farmer, and thus enable him to sympathize with rural conditions, more than to give him knowledge of the subject.

The school children of Kansas City have a total deposit in the schools' savings bank of \$17,358. There are 1,464 accounts, making the average deposit \$11.81. The system was adopted three years ago, but in the last school year more money was saved than in the two preceding years.



Experimental Farming by a Class in Agriculture at the River Falls State Normal School, Wisconsin.

School Equipment and the Educational Trade.

Under this head are given practical suggestions concerning aids to teaching and arrangement of school libraries, and descriptions of new material for schools and colleges. It is to be understood that all notes of school supplies are inserted for purposes of information only, and no paid advertisements are admitted. School boards, superintendents, and teachers will find many valuable notes from the educational supply market which will help them to keep up with the advances made in this important field. Correspondence is invited. Address letters to *Editor of THE SCHOOL JOURNAL*, 61 East 9th street, New York city.

Supplies in New York.

The new course of study in New York city has been well received by the educational trade, because new text-books and supplies will be required to carry out its provisions. In the lower grades of the schools the change in the course will not mean a heavy expense to the city, but in the seventh and eighth years, where new books will have to be introduced the expenditure will be considerable.

In the first, second, and third years in which raffia, cord work, sewing, etc., are to be introduced in all grades, the cost of material for the first year pupils will be about two and two-thirds cents per pupil, in the second year six cents, and in the third year six and one-quarter cents. It is estimated that in the first year there will be 90,000 pupils, making the total cost for that year \$2,400. There are 86,000 pupils in the second year, and 80,000 in the third year classes, which at the estimated per capita cost will make about \$10,200.

In the intermediate grades of the fourth, fifth, and sixth years there will be practically no increase of expense from the adoption of the new course of study. In the seventh and eighth year classes the cost will reach three dollars and a half per pupil. The new books to be introduced into the seventh year grades are English history, algebra, science, and literature. In the eighth year, in addition to the electives, there will be civics, science, and literature. It is estimated that the cost per pupil for the study of English history should not exceed one dollar, algebra and science seventy-five cents each, and literature one dollar, thus making the total of three dollars and a half. In the eighth year one dollar per pupil will cover the cost of electives no matter which study is selected, while the other items will be, per pupil, science and civics, seventy-five cents each, and literature one dollar, making the total cost of three dollars and a half. The total cost will be about \$200,000.

During the year a more thorough study will be made of physical training, calling for an expenditure of \$26,000 for apparatus. New kindergartens are to be opened and additional kitchens and workshops provided, at a cost of \$25,000, \$20,000, and \$23,000, in the respective branches.

During the year 1904 it is estimated that 31,185 new sittings will be provided by the opening of new schools, and at \$3.38 per pupil, the cost will be over \$100,000. Four new high schools will be opened, providing for 7,185 pupils at an average cost for supplies of eight dollars a pupil. Thus over \$500,000 more than this year is to be distributed during 1904.

The supply department has already issued the bid book of general supplies for 1904, and for books for which no bids were made on the list issued previously. The bids received for the direct delivery of text-books are much higher than was expected by the department.

Many of the publishers are extremely dissatisfied with some features of the system of direct delivery of books at the individual schools. It has often happened that the publishers have received orders from principals for a small number of books or even one book to fill out the original supply. To deliver this book by express is the cheapest method of delivery as a usual thing. When the special delivery price is deducted from the price the board of education pays for it, the publisher usually sees a loss on the book. Then in addition the publisher has still to recover the receipt for the shipment in order to collect his bill. These little vexatious matters are the principal cause for complaint. On large deliveries no fault is found, as the estimates were made on that basis.

Sample Copies.

A subject of interest to publishers, superintendents, principals, teachers, and boards of education is that of sample copies. The publishers, in the past and at the present time, have been and are generous in their distribution of copies of their publications. However, abuses have grown up which are leading the publishers to attempt to protect themselves and also to protect the honest educators from getting a bad reputation thru the actions or heedlessness of a few persons.

When a book is published it may go out from the home office as a sample in three ways; thru the direct gift of the house, thru the request of an agent to the home office, and thru request for it from the educator himself. The latter is where the abuse of the system has become most pronounced. Oftentimes a teacher writes to a publisher, "I have been appointed by the teachers in such a place to investigate books on such a subject, as we intend to make a change."

Naturally the publisher cannot refuse and after a due amount of investigation, which from the nature of the case must be slight, in nine cases out of ten the books are sent. Undoubtedly the writer of that request has written to every

publisher and so has received a large number of sets of books entirely without cost to himself.

Unfortunately the ethics of the case seem to be rather dubious in regard to the rights of the teacher to those books. Every honest teacher should consider carefully whether he has the right to sell the books to a second-hand book dealer when he himself has received them as a compliment. The publisher who has presented them to him is placed in an awkward position, if the teacher sells them, when a customer writes to know how so-and-so will sell new books at a less price than the publisher can.

Then there has grown up a class of people known as "sample beggars." They write for the samples without the slightest authority to do so, usually get them, and at once hand them over to the second-hand buyer.

The manager of one of the New York houses, not long ago, found a package of his sample books in a second-hand book store in the original wrappers, which had never been opened.

A representative of one of the largest houses publishing school books reports that he was lead to investigate one writer for sample copies. He found that the man had obtained from the book companies and then had on hand thousands of books which he was disposing to second-hand dealers.

A principal in one of the larger systems of the country is said to have boasted that his average annual income from sample copies was \$100 a year.

Facts such as these show that the generosity of the publishers has been abused. The recipients of sample copies ought to consider whether they have a moral right to sell a gift. If a teacher or school official retains a book for library purposes, is there any reason why he should not pay for it?

The manager of one of the largest houses in New York has suggested the following remedy for the abuses of the present system. Let the publishers loan books to educators with the understanding that the books shall be kept if they are adopted in that school system; if they are not adopted they are to be returned at the publishers' expense.

Such a scheme would protect both the publisher and the teacher. The publisher need not fear imposition; the teacher or school official would be freed of any possible taint of unfair dealing, and at the same time would feel perfectly independent of the publisher, as he would not be under any obligations to him.

Salesmanship.

Good salesmanship means much, as probably all bookmen and salesmen for school equipment keenly realize. Most lists of maxims on how to do something or win success are mere platitudes, but the following bits of advice seem too pertinent not to be of value. They appeared in *Salesmanship*, a little monthly magazine published at Meadville, Pa.: "Remember that not everyone can become a successful salesman."

"To improve yourself in the art of selling you must first bring your mind to realize that you already possess the required faculties, but that their development is a slow and gradual growth."

"The next thing necessary is to develop your self-reliance. In doing this you must completely separate self-reliance from self-conceit. Self-reliance is a positive knowledge of your actual powers, whereas self-conceit is a false conception of your ability to do things."

"The reason most people are suspicious of every one they meet is because they are uncertain of themselves. If a salesman is genuinely aware of his true capabilities and does not allow himself to be misled by self-conceit, his success depends only on his willingness to work."

"In studying salesmanship it is necessary that you master the laws of analysis, in order that you may determine your own powers; the selling points of your goods; the advantages of your environment; and to enable you to separate the good and bad points indicated in the varying personalities with which you come in contact."

"You must study the laws of logic in order to know for a certainty when and how to make a logical statement, as in the manufacture of a selling talk you must always be governed by logic."

"You must learn the power of suggestion, as it is one of the most potent factors for moving the human mind to action."

"You must cultivate the power of observation, as by it you are enabled to judge what to say and how to act toward your prospective customer."

"You must learn the laws of health, as you can not expect to influence the strong and healthy people unless you are also strong and healthy."

"Above all you must study your own personality in its relation to the rest of mankind and learn how to keep yourself in that frame of mind whereby one individual influences another to act."

Museum Cases.

Nearly every high school and many grammar schools have museums or at least cabinets for apparatus. How often is there any thought expended on the placing or construction of this part of the school equipment? Yet a little thought will greatly enhance the attractiveness and utility of the cases.

A number of ordinary shaped cases with a reasonable flexibility will meet all requirements of the ordinary school. Considerable ingenuity can be expended in devising cases of varying forms but it hardly strengthens a collection to have the cases draw attention, instead of the contents.

There are three qualities necessary in a case: Room for exhibiting an object so that it can be seen from the outside to the best advantage; security against theft and dust; and requisite workmanship to make a good appearance.

The cases may be high or low, deep or shallow, to suit the requirements of the room. It is best to have them of box shape and with plain glass fronts. A pier case is also useful.

Wall cases are perhaps the most difficult to use satisfactorily. Such cases should be variable in depth according to the size of the objects to be shown. If the bottom of the case is sheathed with iron it will be found a satisfactory method of preventing the wood from cracking and thus admitting dust.

Frequently wall cases are poorly lighted on account of their being too shallow. The best position for such cases is between or opposite windows. If the light in the room is poor the cases should extend well out from the walls.

The practice of using glass tops is questionable, except where the appearance is improved thereby. The glass soon accumulates dust and it becomes dirty, requires frequent cleaning, and when objects are raised above the cases the glass is an obstruction and dangerous to the manipulator. A depth of three shelves can be recommended as the most serviceable.

Doors on all upright cases should swing, opening outward. This is the most serviceable method, altho, of course, it interferes somewhat with the view of the contents. A broad door pushing upward affords a better display, but such a door is not dust proof. Every time it is raised it throws dust on the contents, besides being extremely difficult to clean thoroughly.

The height of wall cases should be proportioned to the height of the room. Seven feet is a height that looks well except in a very high posted room. Sliding doors on such cases cannot be recommended, for they are inclined to stick, are not dust proof, and are difficult to clean without entering the cases.

A little care in lighting and in placing cases in the most favorable positions, will add greatly to the value of an exhibit. Care in construction is amply repaid by the appearance of the objects and their preservation.

Copyright in Compilation.

Judge Lacombe, of the United States circuit court, has held that the owner of the copyright in a school book, a law digest, a dictionary, a gazetteer, directory, or any book which is not a work of creative or imaginative literature, cannot prevent a subsequent writer upon the same subject from comparing the copyrighted work with the original sources, eliminating therefrom all that was not copied from such sources and then republishing the rest of the book. While the court thinks this rule a harsh one, it felt constrained to follow it, inasmuch as a recent decision of the circuit court of appeals seems to sanction the principle involved.

Judge Lacombe gave the following hypothetical case to show that the rule may at times produce inequitable results. A, we may assume, prepares an entirely new classified business directory, wholly from original investigation, and publishes the same. The undertaking is an enormous one, and can be accomplished only at the cost of thousands of dollars. B undertakes thereafter to publish a directory of all the architects in the same city. To cull the names out of the world of business activ-

ity by original research would be a task nearly as difficult and costly as the one A undertook. But if B could take only the list of architects found in A's book and then visit the places named therein to see whether the existing facts concur with the description, retaining the name, address, and names of partners, where such concurrence was found, and striking them out where death, removal, or withdrawal from business had eliminated them, B could prepare a directory of architects at a mere trifling expenditure, because A had already done the work which B thus appropriated.

A New Method of Construction.

French engineers have worked out a new method of building construction which bids fair to become of great importance. It is called the ferro-concrete system and consists in building with concrete strengthened with steel rods. So much importance is attached to this method of construction that the French government has created a bureau to give attention to its development.

The two general elements of building construction may be called the columns and the beams. In these, the new system has been well worked out. Concrete has been used a long time at points where it would only be subjected to strains of compression. In the new system it is made to resist tensile stresses. In the beams the concrete is built up around steel rods, which are placed in such positions that they practically form a truss. The successful operation of this plan was dependent in a large measure upon two facts: that steel and concrete expand and contract at almost exactly the same rate; and that a perfect bond exists between the two substances, the adherence being estimated at about 600 pounds per square inch.

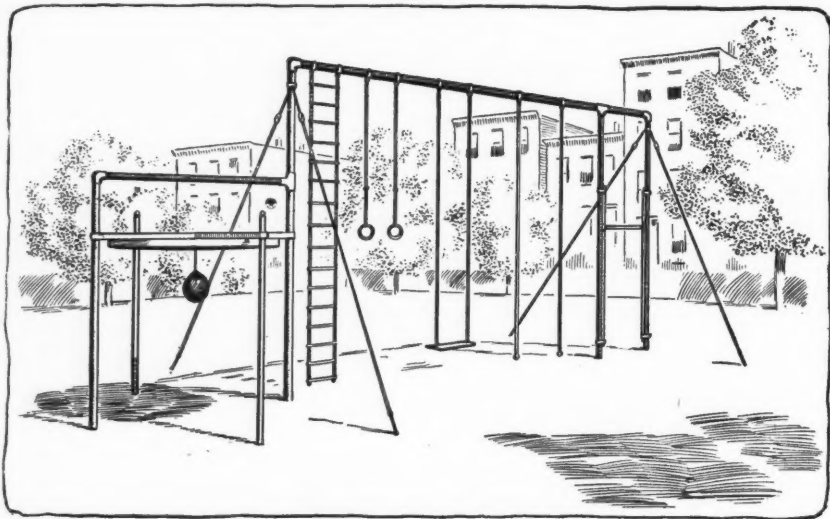
The columns presented a less difficult problem and were formed by four or more rods connected at interval by flat bars or plates, the whole being embedded in concrete.

Buildings erected on the ferro-concrete principle have been subjected to the severest tests. One of the buildings at the last Paris exposition was constructed entirely by this system. The columns were twenty feet apart, of so small a diameter that engineers doubted their strength against uneven loading. Loads of sand, weighing 150 tons, or one and a half times the load for which the columns had been calculated, were applied at different points on two floors. The deflection could hardly be measured.

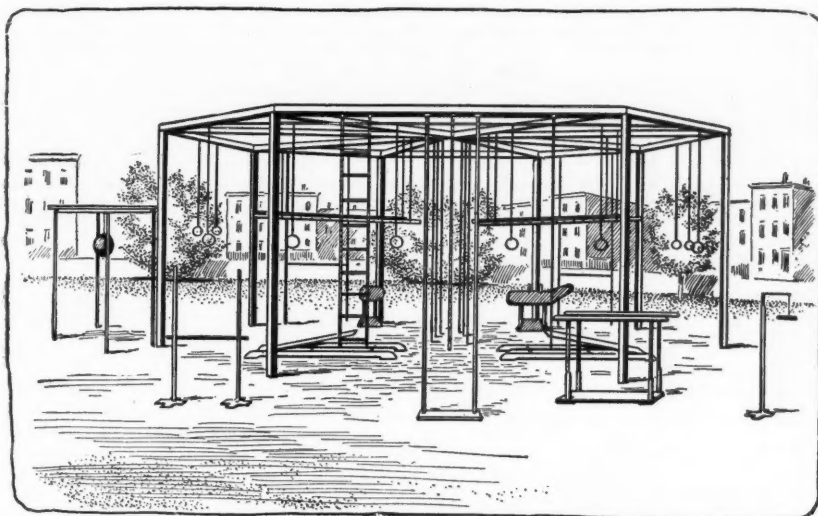
Experiments have been conducted to test floors against the shocks of falling weights. A floor made of steel and concrete was compared with one made of steel beams and brick arches. A report of the test says in favor of the ferro-concrete floor, that twice the weight falling from twice the height caused only one-fifth as much deflection, with vibrations lasting only one-third as long.

The fire-proof qualities of the new construction are apparently excellent and should prove an important factor in its success. A thoro test of this has been made in Belgium. A pavilion, measuring 25 x 15 feet, was built entirely of ferro-concrete, the doors and windows being provided with wire glass. The second floor was loaded with 300 pounds per square foot, or one and a half times the load for which it was designed, and a deflection of 1-3,000 of the span was produced.

The lower room was filled with wood and coal, covered with petroleum. This material was set on fire producing a miniature conflagration which lasted an hour and produced a temperature of about 1,300 degrees Fahrenheit. The walls were red hot on the inside; yet notwithstanding that their thickness was less than five inches, the hand could be easily



Public Playground and Gymnasium.



Department of Education Outdoor Gymnasium.

laid on the outside without any discomfort. The temperature of the second floor increased only four degrees, which means that nothing whatsoever could have suffered damage. The deflection of the floor increased to nine-sixteenths of an inch, but two hours after the fire was out the deflection was diminished by half an inch. Thus, under a very heavy load, the permanent deflection resulting from the fire was slight.

This new steel and concrete construction has been used in all classes of structures abroad, and the application of the system to all types of buildings is seemingly without limit.

Physical Training Department.

Curiously, as it seems to those who are working for the betterment of the schools, physical education is meeting with considerable opposition just now. While many school supervisors doubt the wisdom of athletics, few of them would for a moment hesitate in advocating physical culture. However, the school boards of the country do not seem to be as easily convinced. We find them refusing appropriations for gymnastic equipment, or making extremely small allowances for this purpose. In some cases physical training in the public schools is held up for nothing but ridicule.

The report of the superintendent of the Horace Mann model school, connected with Teachers college, Columbia university, is a convincing argument for physical training in the schools. Physical measurements are taken of all the pupils. Nearly every child has been found to have some physical defect, perhaps slight, but at the same time a defect. The children are given physical training to remedy these faults. By the time the high school is reached the proportion with physical defects has decreased tremendously. And this, too, while the children have been attending school, where, unfortunately, physical defects are most often developed.

The necessity for physical education is becoming more generally recognized, year by year. The conscience of the times demands physical education. It demands that the graduate of the public school shall have well developed heart and lungs, a vigorous, erect carriage, developed muscles, and even shoulders. The school must do this work, for the home does not. The school board must not shirk its responsibilities in providing suitable apparatus. They must be made to recognize such facts as the following as brought out by Dr. Gulick, director of physical training in Greater New York.

The largest sedentary class in America is the student class. Five hours per day at the desk during the growing period is enough to account for the thin-chested anaemic children too often seen in our schools.

Two periods a week for exercise do not combat the school desk posture effectively. The remedy must be constant. It is practically the unanimous testimony of the many teach-

ers whose classes take simple setting-up exercise the children have clear minds, show less restlessness, and accomplish more work than under former conditions.

A city is making a fight for its life when it endeavors to make city schools foster instead of break down the health of its children.

An important point in the discussion of physical education is that it should be afforded the children thruout the year. Thus to reach the highest ideal a board of education or school board should have gymnasiums in the schools and playgrounds in parks. A combination of the two ideas would seem excellent, an open playground connected with the school. This would avoid the defects of the gymnasium and supply the possibility of continuous use.

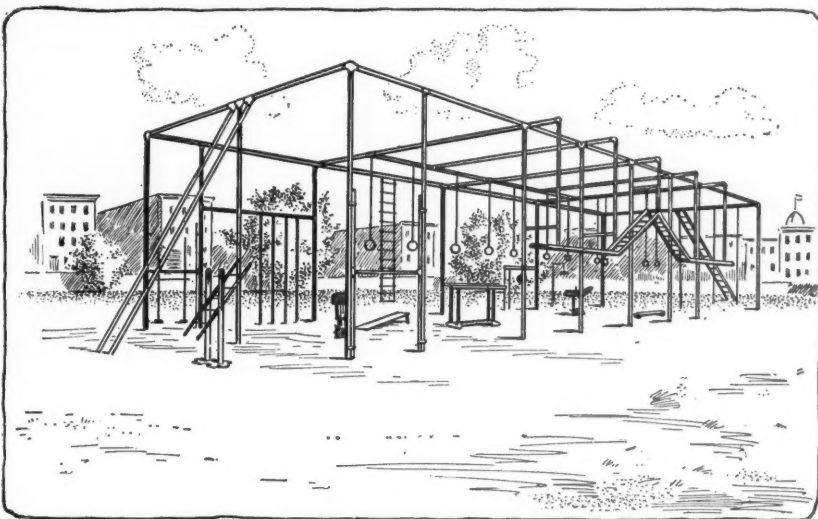
In getting the children to exercise, the best results are

obtained by making the play element prominent. Gymnastic apparatus of the character of the outfits furnished by the Spalding Manufacturing Company, of Chicopee Falls, Mass., and described below, benefit the children and yet furnish the necessary element of sport. Such outfits are in use in gymnasiums and playgrounds in many places and have proved extremely attractive to children. This apparatus is simple, strong, and durable. It is easy to use and appeals to the youngsters who have never had anything of the kind before. Gymnastic apparatus of this character is advised rather than the introduction of competitive games. When games are introduced, particularly in this country, there is a danger of excess which will defeat all ideas of physical education. They produce over-excitement and undue strain. What the children need is exercise which refreshes and does not drain. This, competition does not insure.

The accompanying illustrations show three sets of gymnastic equipment furnished by the Spalding Company. The three sets are known as "Public Playground Outdoor Gymnasium," "Department of Education Outdoor Gymnasium," and "Recreation League Outdoor Gymnasium." While the illustrations show the sets in use out of doors, they are equally available inside the school building. As a matter of fact they are in use at present in numerous schools. Prices will be sent upon application at the office of the company, Chicopee Falls. It may be added that these outfits are based on the best principles of physical education and may serve as a model to boards even if they order only small amounts of apparatus.

The outfit called "A Public Playground Outdoor Gymnasium" comprises 1 Pipe Frame, as in illustration; 1 Rope Ladder; 1 Pair Flying Rings; 1 Swing; 1 Climbing Rope; 1 Climbing Pole; 1 Adjustable Horizontal Bar; 1 Striking Bag Disc; 1 Striking Bag.

The "Department of Education Outdoor Gymnasium" has 1 Octagon Shaped Wood. Frame sixteen feet high, forty feet broad; 8 Climbing Poles; 6 Traveling Rings; 2 Pair Flying Rings; 2 Climbing Ropes; 1 Rope Ladder; 1 Pair Inclined



Recreation League Outdoor Gymnasium.

Poles; 2 Horizontal Ladders; 2 Horizontal Bars; 2 Spring Boards; 1 Vaulting Horse; 1 Vaulting Buck; 1 Pair Vaulting Standards; 1 Hitch and Kick; 1 Parallel Bar; 2 Jump Boards; 1 Striking Bag Disc; 1 Striking Bag.

The last and most complete equipment is the "Recreation League Outdoor Gymnasium" which comprises: 13-inch pipe frame, eighteen feet high, twenty feet wide, eighty feet long; 1 Parallel Bar; 1 Teeter Ladder; 1 Vaulting Horse; 1 Vaulting Buck; 1 Pair Jumping Standards; 1 Hitch and Kick; 1 Spring Board; 1 Incline Board; 1 Jumping Board; 2 Horizontal Bars; 2 Pairs Chest Bars; 2 Inclined Poles; 1 Inclined Ladder; 1 Horizontal and Teeter Ladder; 1 Climbing Rope; 1 Climbing Pole; 1 Rope Ladder; 7 Traveling Rings; 2 Pairs Flying Rings; 1 Striking Bag Disc; 1 Striking Bag.

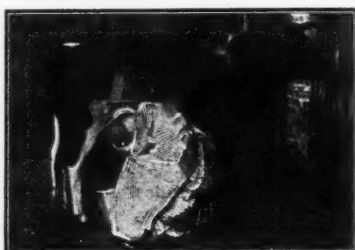
The Spalding Manufacturing Company can supply anything wanted in the way of physical training apparatus. Such apparatus is not extremely expensive, in fact is within the reach of the school boards of every town of any size. The boards owe it to the children to provide them with just the sort of apparatus indicated in the lists given above.

Game of "Domestic Animals."

The educational games published by the Cincinnati Game Company have proved of great help to the primary teacher and of great pleasure to thousands of pupils. The idea of combining teaching with games of cards has proved a great success.

To teachers who have used these games and to school supervisors who have watched their success the announcement of a game of "Domestic Animals" will be welcome. The publication of this game is to meet the demand for the teaching of nature study subjects. Naturally the children are interested in things connected with the objects of nature. The city children from their ignorance of them, the country children from their familiarity with them. They want to know all the characteristics, names, form, size, color, and habits of animals.

The demand has led the Cincinnati Game Company to publish a variety of games dealing with nature study subjects. "Domestic Animals" is one of the most interesting topics that can be placed before the children. The game features are carefully worked out. But little unusual information is presupposed. Much that the child already knows is utilized and made the basis of many possible plays.



The Cow.

The cow gives milk.
The cow eats grass.
The cow eats grain.
Its flesh is good to eat.
Leather is made of its skin.
The cow moos.
A calf is a young cow.

Copyright, 1903, The Cincinnati Game Co.

The mere mechanical grouping of the cards is avoided. Technicalities of language and classification are excluded. The illustrations are the best that artist skill could make. The selection of the animal list has been under the direction of the best scientific authority and the text has been critically arranged.

The accompanying cut gives a good idea of the character of the work. The new game, as well as the many old ones, can be used with profit in every school system. Large classes or a few pupils can enjoy and be instructed by these valuable and clever school devices.

An Improved Square.

Teachers of manual training will welcome a square which has been recently invented. When it is desired to mark off a plank, with the squares in common use, so as to guide the saw in cutting off a strip, it is necessary to hold the rule or

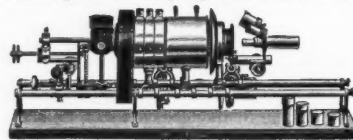
square in one hand and the pencil in the other. To guide the marking the finger is held against the edge of the plank. This is not only inaccurate, but it exposes the hands to injury from splinters and rubbing with the rough plank.

The object of the new square is to provide a simple and effective means for holding the marking point of a pencil at any desired and predetermined position of the tool during the marking operation, and without exposing the operator's hands to injury. The device consists of a square of the usual and well-known construction, with a graduated blade showing the eighth of an inch. Along the lower part of the blade and under the scale are numerous oblong perforations, arranged transversely of the blade, with the inner edge of the rectangle aligned with one of the graduations of the scale on the blade. Thru these openings the pencil point is inserted. That is, it is inserted in one of the openings which is aligned with the graduation of the scale indicating the width of the strip to be marked off.

This marking is done by placing the handle of the square against the edge of the plank and drawing it from one end of the plank to the other, with the pencil thru the proper hole in the blade, and thus coming in contact with the plank.

The "College Bench Lantern."

The accompanying cut represents the lantern of the McIntosh Stereopticon Company described in THE SCHOOL



The New Model Lantern.

JOURNAL for Oct. 3. It contains many features not hitherto adopted in lantern work. It is the result of a careful study of the lantern as an educating medium.

The worth of the lantern and its new features have been quickly appreciated in educational circles. It has been purchased for use in schools literally from Maine to California. Among the higher institutions which have recently acquired it may be mentioned the University of Maine; the University of Wisconsin; Miami, Ohio, university; and Ohio university, Athens, Ohio.

The construction of this lantern is worth investigating. Inquiries should be addressed to Department One, McIntosh Stereopticon Company, 35-37 Randolph street, Chicago.

Shorthand Competitions.

Silver and bronze medals are now being supplied to schools and colleges teaching either the Isaac Pitman shorthand, or a modification of same, by Messrs. Isaac Pitman & Sons, 31 Union Square, New York, the same to be offered by schools as first and second prizes for the most proficient shorthand student during the school year. This progressive concern is ever to the fore with new ideas, and the innovation undoubtedly will be eagerly grasped by the large number of schools now teaching this system, as it will be an incentive to better and more thorough work in the class-room. The medals, which measure 1½ by ¾ in. thick, are extremely artistic. On the obverse side they bear the head of Sir Isaac Pitman and the words, "Inventor of Phonography" and on the reverse side a laurel wreath and the inscription "For Proficiency in Pitman's Shorthand." Each medal is enclosed in a handsome sole leather, satin-lined case. The happy possessor of one should have cause for congratulation. Further particulars can be obtained by writing to Isaac Pitman & Sons, 31 Union square, New York.

Medial Writing Books.

Some years ago the old slant writing system was generally displaced in the schools by the vertical system. The legibility and the ease of acquisition of the new system rendered it exceedingly popular. But complaints were made that what was gained in distinctness was lost in speed. Educators began to look for a new system with the result that "medial slant" was developed. Ginn & Company have just published a complete set of writing books based on this system.

The "Medial Writing Books" are announced as the "golden mean" among all writing systems. These books were prepared by H. W. Shaylor, and G. H. Shattuck after the most careful study, to meet the demand for a style of penmanship that does not sacrifice speed. The authors have been remarkably successful in their aims.

The leading characteristics of the series are worth noting. A style of writing as legible as print is presented, with sufficient slant to the letters and sufficient oval to the turns to make possible the rapidity of the old slant systems. Unnecessary lines have been omitted without losing any of the beauty of form of the older systems.

More practice on the different letters is afforded by the exercises than by those of any other series. This end is

accomplished by presenting every capital and small letter in the first twelve pages of each of the first numbers of the series. Then the last twelve pages of each book are made a review of the first twelve. Two copies on each page thru-out the first six numbers of the series give great variety in combinations of letters.

The higher numbers make a practical application of penmanship to the social and business forms demanded in the life of the average citizen.

Instruction and relief from monotony in copies are obtained by the use of both moral maxims and statements of interesting facts. The greatest care has been taken in securing for these books a quality of paper least trying to the eyes of the pupil. The best oculists and hygienists of the country have been consulted, and their advice as to the quality, finish, and color has been followed. The list of adoptions this series has had is sufficient proof of the merits of the work, and also how ready the schools have been to displace both the old slant and the much criticised vertical writing systems.

Briefer Items.

A new wrinkle in penholders is an electrical one. It has been patented as an electrical device which is a guarantee that the name really means something. The current is generated by the contact of the moist fingers with rings of metal which cover one end of the holder. Its usefulness is in stimulating the nerves and preventing numbness and writer's cramp.

The price of crude rubber entering into the manufacture of rubber bands has advanced considerably. This has necessitated an advance in the prices of bands by all the manufacturers. The old prices are now withdrawn and all business in this line is being done on a new scale.

The Columbia School Supply Company, of Indianapolis, Ind., has furnished within a short time complete cabinets of physical apparatus in the following places: Humboldt, Ia.; Lanark, Ill.; Campbellstown, O.; Red Wing, Minn.; Colfax, Wash.; Kennebunk, Me.; Brookville, O., and Washington, N. J.

The Holden Patent Book Covers have been adopted in the following cities: Newark, N. J.; Seattle, Wash.; Superior, Wis.; Syracuse, N. Y.; Spokane, Wash.; Minneapolis, Minn.; Cleveland, Ohio.

The American School Furniture Company has received contracts amounting to \$10,010 for equipment at the new Long Island City High school, New York.

Eimer & Amend, 205-211 Third avenue, New York, have been appointed sole agents for the "Stendler Reagent Bottles." These bottles have guaranteed indelible black lettering. This house supplies nearly everything in the line of chemical, physical, and electrical apparatus.

School equipment houses will be interested in the announcement that a large number of school boards thruout the province of Toronto, Dominion of Canada, are contemplating the introduction of manual training. Among the schools where the new departure is likely to be introduced are St. Thomas, Guelph, Galt, Peterborough, and Owen Sound.

The New York board of education has authorized the purchase of forty-five pianos. Seventeen square pianos will be used in assembly rooms, twenty-four upright in the kindergartens, and four concert grands in the high schools.

The catalog of the National Fire-Proofing Company will be found useful by designers of school buildings. Properly it is a hand-book on fire-proofing. The purpose is to give information concerning all the factors necessary in fire-proof construction established by a great number of impartial tests made at the School of Mines of Columbia university. Terra cotta is treated in connection with specific floor-arched sections in the same way as rolled steel sections are used as floor supports. This volume is introductory to a larger work on the subject of porous terra cotta. The subjects covered are side construction flat arches, end construction flat arches, combination construction flat arches, lintels, segmental arches, serrated arches, elevated serrated arches, girder-covering construction, typical methods of construction, condensed safe load tables, moment of resistance table—for beams, sound proof tests.

This is the first attempt to compile scientifically from an engineer's standpoint, this information in bound form.

Hinds & Noble, 31-35 West Fifteenth street, New York; have secured control of the "Scott-Browne Phonography Books." The series comprises the following books: "Manual of Pitman Phonography," "Reading Exercises," "First and Second Phonographic Reader," "Dictation Book," "Shorthand Abbreviations or Dictionary," "Shorthand Names and Phrases," "Religious Phonographic Reader," "Reporter's Guide," "Pencil Notes," and "Type-writing Instructor."

Class Pins.

The custom, so prevalent nowadays, of wearing a pin* or button emblematic of a school class, society or fraternity, is one which has much to recommend it. The wearing of such insignia is proof positive that the wearers are not only "not ashamed of their colors," but that they wish to let every one know that they are not. Class pins hold a prominent position in the esteem of the young men and young women in the educational institutions of the present time.

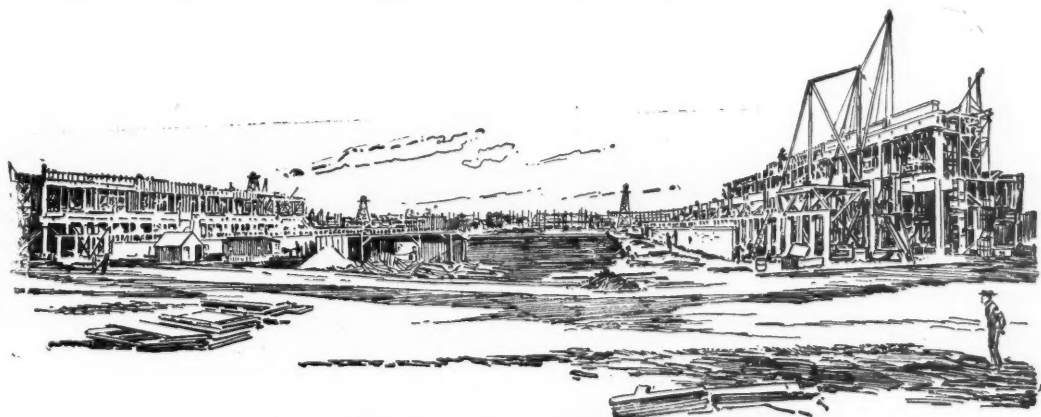
The Bunde & Upmeyer Company, the leading jewelers of Milwaukee, Wis., make a specialty of this kind of work, and the pins turned out by them possess the highest merit. The designs are excellent and exclusive, and as they are both designers and manufacturers, their prices are the lowest ordinarily obtainable anywhere.

Explosive Ink.

Most people would say on general principles that the makers of inks had exhausted about all the arguments possible in setting forth the reasons for buying good ink. These have been convincing, but Ohio has discovered a new and most convincing reason for buying nothing but the best ink which the market affords, as the following story from the Columbus, Ohio, *Citizen* indicates:

"It was good ink, very black, and there was a quart bottle of it, altho a look at the office of the Anderson Carriage Company would make one skeptical that there had been only one small bottle.

"Several days ago an agent called at the office with a new brand of ink and Mr. Anderson purchased a bottle on trial. It proved to be just what he wanted in every particular. One morning, however, the bottle of ink decided to show that it was made for better things than the keeping of records, and let loose with a loud report. Ink and glass flew in every direction, and when the surprised office force reviewed the situation, they scarcely recognized each other. The bookkeeper presented the appearance of a member of a minstrel troupe, while the rest of the clerks presented features more or less damaged. Ink covered the office and considerable damage was done to the books of the company. The old style ink will be used hereafter."



THE NEW HARVARD STADIUM AT CAMBRIDGE, MASSACHUSETTS.

This stadium which is built of concrete is designed to serve as a background to the various athletic sports of the University. Its present appearance during the constructive stage is here exhibited.

The Educational Trade Field.

The book houses have all had good seasons. The demand has been large, and brisk work has been necessitated to meet it. Mr. Pulsifer, general manager of the New York office of D. C. Heath & Company, believes that this prosperity is merely a reflex of the general prosperity of the country. He looks for its continuation both in a general way and in the publishing business.

Mr. Edgar O. Silver, president of Silver, Burdett & Company, is expected back in the New York office almost immediately. His trip into the Canadian woods is reported to have been a most successful one. Mr. Silver had the honor of killing the first caribou of the year for that section of the country. It was a fine specimen of this somewhat rare animal.

Mr. Hodgson, of the same company, who has been in the West for some time, will probably return to the New York office this month.

Mr. Stevenson, of the Boston office, is working in the South at present.

Mr. Dudley Cowles, manager of the Southern field, has been in New York for some weeks, but he now has returned to the South.

B. D. Berry, formerly a representative of the house, is now representing Houghton, Mifflin & Company in the Northwest. He succeeds J. B. Cleveland, who resigned to become principal of the Kewanee, Ill., high school.

The Ellsworth Company, 127 Duane street, New York city, have a new edition of their well-known copy books in semi-round and semi-slant style.

The Sadler-Rowe Company, of Baltimore, Md., announce that they have taken over the publication of "The New Rapid Shorthand." This is a system with many merits. It is easy to learn, easy to write, and is perfectly legible, besides being capable of a high rate of speed.

On and after Jan. 1, the Isaac Pitman shorthand will be exclusively adopted by the New York board of education in both day and evening schools.

Mr. J. C. Martin, the well-known bookman and representative of Silver, Burdett & Company, has resigned. It is understood that he is to engage in business for himself.

Mr. Amasa Walker, the New York manager of the educational department of Longmans, Green & Company, spent several days recently at the Chicago office.

Mr. A. H. Porter, who has represented the Globe School Book Company in the West, has severed his connection with the house.

Mr. F. J. Sherman, manager of the Boston office has also resigned. In spite of rumors to the contrary, the company fully intends to continue its Boston sales office.

It is worthy of note that the new course of study for New York city introduces English history. This study will be taken up in the schools next February. It means, of course, the introduction of the books within a short time, and many of the principals are beginning to give the matter attention.

The Texas Teachers' bureau has removed from Palestine to Bonham, Texas.

According to reports from Kansas, Rand, McNally & Company have already furnished 380,000 copies of the Hewett speller.

George W. Jacobs & Company, the well-known Philadelphia publishers, have removed to 1216 Walnut street, Philadelphia.

The following books have been adopted in Atlanta, Ga.: Ward's Primer, Second Reader, Lee's Reader, Stepping Stones to Literature series, Hyde's English, Reed's Word Lessons, White's Arithmetic, Field's United States History, and Blaisdell's How to Keep Well.

Mr. Jennings, who has been representing Silver, Burdett & Co. during the summer, has entered the Harvard Law school.

"Busy, busy, busy," is the way Manager Crist describes the business of the Milton Bradley Company's New York office during the last month or two. "Our orders have been such as to indicate a general prosperity. In fact," he added, "nearly everyone I have seen is doing a good business and those that complained were not publishers."

The Milton Bradley Company has recently published a book on technical education which is a timely exposition of that important subject.

Alfred S. Manson, the author of the Payson-Dunton system of penmanship, died in Boston on October 7. Mr. Manson was a member of the publishing house of Payson, Dunton & Scribner for twenty-five years.

E. A. Schultze, representative of the Appletons in Michigan and Indiana, has had great success with the Latin publications of his house.

The California state text-book commission has authorized the use of the following text-books in history in the grammar grades: Fiske's "History of the United States;" Thomas' "History of the United States;" Montgomery's "Leading Facts in United States History;" Eggleston's "History of the United States and Its People," and Mowry's "History of the United States."

W. S. Ebbets, manager of the educational department of E. Faber, has returned to work after an extended vacation in the Adirondacks.

Walter B. Brown, who has been in charge of the advertising for D. Appleton & Company, has resigned to open an independent office at 156 Fifth avenue, where he will conduct a general agency business. Mr. Brown will make a specialty of publishers' advertisements.

Ginn & Company have issued a pamphlet describing their publications upon nature and outdoor topics. It is carefully edited and printed and makes a valuable reference manual for those interested in that important subject.

The map of Greater New York, published by Bormay & Company, 64 Fulton street, New York city, is one of the most complete and accurate yet prepared. It shows all points of interest, the steamship channels in upper and lower New York bay, the ocean front beyond Sandy Hook, and also the location of all places, railroads, ferries, elevated roads, connecting trolley lines between towns and the underground railroad, with all stations plainly marked, and bridges and tunnels built, building, and proposed. A calendar pad for 1904 is attached.

Curtis & Cameron, publishers of the Copley Prints, have leased an entire floor of the large building on Harcourt street, Boston. They needed larger quarters for their manufactory and desired a situation nearer their business office, which is in the Peirce building, opposite the public library.

John Winters, the Nebraska representative of the American Book Company, has been in the employ of that house for twenty-two years. He is regarded as one of the most efficient book-men in the West.

W. S. Heitzman, representative of Ginn & Company in Kansas, is making an excellent record as a book-man. He has recently done some valuable work in Nebraska.

The "Isaac Pitman Shorthand" and "Shorthand Instructor" have been introduced into the following high schools: Brooklyn Commercial, Jamaica, N. Y.; Far Rockaway, N. Y.; New York Evening School for Men; Calais, Me.; Wooster, Ohio; Littleton, N. H.; Mt. Airy, N. C.; Westerly, R. I.; Lynn, Conn., and Utica, N. Y., Free Academy and St. John's college, Fordham, N. Y.

Architects of school buildings and school boards will be glad to learn that Professor Rowe, of Yale, is to publish a book on "School Lighting" thru Longmans, Green & Company. A glance over the first proofs showed that every phase of that important subject had been well covered. The book will undoubtedly prove a valuable addition to the literature of school construction.

Mr. McMarthy, formerly with the American Writing Machine Company, is now with the Continental National Bank of Chicago.

J. L. Burritt, for many years with Joseph Gillott & Sons in the pen business, has accepted a position with the Eagle Pencil Company as head of the steel pen department. Mr. Burritt knows the pen business thoroly, and the Eagle Company is to be congratulated on securing his services.

Mr. Stoddard is now in the New York office of Henry T. Coates & Company.

A. C. McCormack, for some years with A. C. McClurg & Company, of Chicago, has retired from his position as manager of the Chicago *Record-Herald*.

The suit of Ginn & Company, thru mandamus proceedings to compel the Fond du Lac, Wis., school board to ins'all their books under an old contract, has been decided adversely to the company by the circuit court. It will be appealed to the supreme court for final decision.

The "Modern Music Series," published by Silver, Burdett & Co., has been adopted at South Bend, Ind. The series is now in use in the following Indiana cities: Indianapolis, Terre Haute, Columbus, Shelbyville, Richmond, Peru, and Evansville.

J. W. Atherton is the Indiana representative of Charles Scribner's Sons. He was formerly connected with the schools of South Bend, Ind.

Boston uses over one hundred one-room frame portable school buildings.

Milwaukee, Wis., recently adopted a new European history. It is now claimed that the book is antagonistic to certain religious doctrines and a strong effort is being made to have it removed from the schools.

The state text-book commission of Kansas has approved McCoun's "Ancient and Classical World's Historical Chart," published by Silver, Burdett & Company.

Reports from Wisconsin state that the school boards are being annoyed by fake agents for charts and school supplies. Supt. J. F. Lamont, of Marathon county, has secured the arrest of two such agents.

State Supt. Cary has sent out the following bulletin: "For a long time this and other states have been infested by agents, who thru various processes of misrepresentation induce school officers to subscribe for and purchase school material that in many cases is of little or no value to the schools. These persons frequently represent themselves as coming direct from the state department, or county superintendent, or show forged recommendations from the above-named officers. In some instances they go so far as to impersonate the state superintendent or some of his assistants."

The assignee of Small, Maynard & Company, Boston, has issued a report showing the condition of the business to be in satisfactory condition. Thirty-eight per cent. of the unsecured claims of creditors have already been paid and a further dividend may be expected within six months.

The publishers were well represented at the recent Boston conventions of school superintendents. Several of the New York managers were present, taking in also the convention in Providence, which occurred at the same time.

Pres. J. D. Crump, of the B. F. Johnson Publishing Company, is on a somewhat extended tour thru the West.

The proofs of the calendar for 1904, to be published by the American Book Company, give promise of an unusually handsome production. A greenish background is well set off by gray surroundings. This calendar is emphatically the "School Calendar" of our school systems. As usual the statistics on the backs of the leaves will be invaluable.

Samuel H. Adams, who has been advertising manager for McClure, Phillips & Company, has joined the editorial staff of *McClure's Magazine*.

The name of Prof. J. C. Kirtland, of Phillips Exeter academy, well known as an authority and editor of Latin books, appears on the title page of *Fabulae Faciles*, an elementary Latin reader intended to bridge the gap between the beginner's book and Caesar or Nepos. The stories deal with Hercules, Perseus, the Argonauts, and Ulysses. Longmans, Green & Company are the publishers.

At the recent convention of the American Library Association the librarians expressed themselves strongly against the recent prices given out by the publishers. In their fight against the department stores the publishers have adopted the policy of issuing a \$1.20 book wherever possible instead of a \$1.50 book. The discount to the librarians is cut so that the cheaper books really cost them more than the expensive ones did. The librarians threaten to buy in England unless concessions are made them. Imported books for libraries enter this country free of duty.

Driven Out by Labor Demands.

For some time there has been talk to the effect that Rand, McNally & Company were to leave Chicago. Now the rumors have been authenticated. Some weeks ago the labor troubles of the printing establishments of Chicago culminated in a strike of the Franklin union of press feeders. After being compelled to resort to the courts for an injunction against the strikers, the officers of Rand, McNally & Company decided to remove their printing plant from the city. Thus Chicago loses one of the largest publishing houses in the country.

The recent labor troubles in Chicago caused the officers of the company to abandon a plan to erect a \$1,000,000 building in that city and brought them to consider the proposition of moving from Chicago. It was not until the press feeders put in demands for an increase of from two to three dollars a week in wages that the removal plan took on a serious aspect. It is stated that no time will be lost in getting the largest part of the book manufacturing and heavy work plant away.

"We have either got to move or get out of business," Andrew McNally, president of the company, said: "I have been in business in Chicago since 1868, and never have the unions been so excessive in their demands as in the last four or five years. We are paying higher wages than are paid in New York or any other city in the United States. Owing to the excessively high wages we cannot compete with publishing firms within a radius of 500 miles of Chicago. They are taking our business away from us."

The best that money can buy should be your aim in choosing a medicine, and this is Hood's Sarsaparilla. It cures when others fail.

Recent Legal Decisions.

Educating Children at Home.

The Indiana supreme court has been called upon to decide what constitutes a private school. The exact question is whether giving a child daily instruction at home in the branches of study required by law to be taught in the common schools is a compliance with the compulsory education law. A citizen of Montgomery county was arrested some time ago on the charge of failing to send his eight-year-old daughter to school. He proved that he was having his child taught by a neighbor, but as she was the only pupil the neighbor had, and pursued her studies in the living rooms of the teacher's home, the state insisted that the father was not sending her to a "private school." The father was acquitted in the circuit court, but the state has appealed the case to the supreme court.

Contract With Teacher.

The Kentucky statutes provide that the trustees of common school districts and their successors shall be a body politic and corporate, and as such may sue and be sued. The courts have held under this law that the trustees, in employing a teacher, represent the district in its corporate capacity, and the district is liable to the teacher for a violation of their contract.

Payment of Unlicensed Teacher.

The Indiana appellate court has vacated an injunction granted by the Gibson county court, at the instance of the county superintendent, forbidding the trustees of Montgomery to pay a teacher his salary. The ground for refusing to pay the salary was that the teacher did not hold the license required for the position.

The appellate court did not decide the question of whether pay can be refused a teacher who has already taught the school and whom the trustee is willing to pay, but who has no license to teach. The court held that a county superintendent has no authority by virtue of his office to interfere with the township trustee in paying his teachers.

Authority to Charge Incidental Fees.

The South Carolina courts have held that the trustees of a graded school carried on under the law entitled, "An act to declare the free school law of the state," have no power to charge pupils incidental fees. This statute provides for the management of the school district by a board of trustees, giving them authority to provide suitable school-houses, capable teachers, and manage and control the school property of the district.

Closing a School.

The Indiana circuit court has rendered a decision involving the rights of patrons of district schools. The action grew out of the determination of the trustee of Pleasant township, to close a school on the township line. The school-house stands on the township line, but most of the pupils reside in Pawpaw township. The trustee of Pleasant township decided to close the school and haul the children of his township to Laketon to attend school there. The Pawpaw township people objected to the abandonment of the school and brought mandamus proceedings to compel the trustee to open the school. The right of the trustee to close the school in the face of a petition signed by the patrons, most of whom live in another township, was affirmed by the court. The case has been appealed, but there is little likelihood of a reversal, as the new law makes it discretionary with a trustee regarding the closing of schools and concentrating the pupils in one school.

Unlawful Expulsion.

The laws of Massachusetts authorize a recovery of damage from a city for the unlawful expulsion of a pupils from its schools. The courts have held that this law does not authorize the recovery of damages for the expulsion of a pupil by the school committee after a hearing. It makes no difference if the committee refuses to require other pupils to testify to the difficulty with the teacher for which the pupil was expelled. Such a refusal does not necessarily show bad faith on the part of the committee.

Payment for School Supplies.

The advisory law of Indiana, relating to the powers and duties of township trustees, did not repeal, according to the courts, in whole or in part, the law forbidding a trustee to incur a debt for school supplies without first obtaining the sanction of the township advisory board. Consequently a debt incurred by a township trustee for school furniture, maps, bell, etc., bought for the schools without compliance with the "township reform law" is by the express terms of the law "null and void." No recovery can be had for such supplies.

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING NOVEMBER 7, 1903.

Need of Moral Regeneration.

Many no doubt will be astonished at the tremendous defeat of Mayor Low and his associates on the fusion ticket in New York city. The result of the election means nothing more nor less than the return of Tammany Hall to power in the municipal government of the metropolis. No contestant was ever more bitterly attacked during a political campaign, than the organization which came out victorious. Almost every species of social and political crime was charged against it. Orators anathematized it from the pulpit, rostrum, and cartail. One prominent fusion banner bore the legend, "Every thief, gambler, and dive-keeper will vote for Tammany." The slogan was, "Keep the grafters out."

Municipal campaigns in New York city are chiefly fought out on anti-arguments, and candidates are *per se* of little consequence. But there is another side to New York, one that never fails to impress thoughtful observers as a unique characteristic, and that is, deep-seated good-nature. Attacks that have justice behind them count much with the average voter, but vilification frequently turns the scales in favor of the vilified. The fusionists certainly made more lurid assertions concerning their opponents than the plain voter was willing to acknowledge as justifiable. The Tammany speakers leveled their attacks chiefly against the rigidity with which the Low administration had enforced city regulations in whose reasonableness many could not get themselves to believe. They refrained from the kind of personal accusation which Mr. Low's adherents made such generous use of. The man most abused by the fusionists received the largest majorities, so astonishing as to make him talked about as the next Democratic candidate for governor of the state.

Aside from over-doing the inveighing against Tammany there was a still deeper reason for the defeat of the Low administration.

Tammany, whatever its character, represents more truly the temper and general attitude of the great mass of New York city voters, in matters concerning local government, than any other organization, temporary or permanent, has been able to do. It is, and keeps, in touch with the people. Every district leader is at all times accessible; a citizen in trouble can generally get his ear and often help. Here the Citizens' Union has much to learn. Had its leaders been as well acquainted with the pulse of the masses as are the directing forces in Tammany Hall, they would never have dared to re-nominate Seth Low. Mr. Jerome proved more keenly alive to the needs of the hour than did the over-zealous ones who insisted upon re-nomination. The friends of good government should have risen above personal considerations. The one thing to have kept in mind should have been the welfare of the city; and not the reward of Mr. Low for the undoubtedly great services rendered to the city. There is no denying the fact that he failed to make friends, nor does he possess the magnetism which must needs count for much in a political contest. On grounds of abstract reasoning all arguments might be in his favor, and yet he would lack following. The heart wins more votes than the head.

The progress in the school system under Dr. Maxwell's superintendency is in many ways typical of the Low government. The man at the head of the schools is, however, the stronger personality, and he knows how to utilize his power, tho he shares with Mr. Low the lack of capacity for making and holding personal friends. Both men give the impression of keeping aloof from their fellow citizens, and being imbued with aristocratic

rather than democratic views of life. In men dependent upon the suffrages of the people, such traits, or the appearance of them, make an unfortunate impression. They may win admiration but not popular support.

But what about the heart of the masses? In strategem and demagogic prudence—using demagog in the original sense—the anti-Tammany forces proceeded most unwisely. What shall we think of the people who allow themselves to be swayed by the considerations here indicated? Are they so dead to the voice of the moral conscience, that appeals from this direction fail to receive any hearing? Are the minor matters, that please the animal nature of the populous, to decide municipal elections? If so, what have the schools been doing in the past—what are they doing now—to make morality the supreme consideration in the lives of the young? Here is the really great problem to engage the attention of thoughtful people.

Why do we place the whole responsibility for the moral regeneration of the people upon the schools? Because the hope for the moral future of the people is of necessity centered there. In the discussions presenting the new school community idea, in these pages, the justice and magnitude of the problem have been clearly shown.

The churches no longer possess the influence they once had in keeping before the people plain lines of righteousness and moral conduct. The bonds of family life do not retain their erstwhile strength, and as a result the moral fiber of the children loses much of the wholesome nourishment the home once supplied.

The state is in the ascendancy—or call it society. And the most powerful agency forming under the new order of things is the common school. If educators and philanthropists could only awaken to the importance of it! If only they could turn away from questions of minor importance long enough to ponder upon the great principles laid down in the common school community idea! Here are revealed the roots thru which to feed the tree of social and industrial life with food that will make it morally strong.

An organization is needed far-seeing enough to work with intelligence, zeal, and persistence for the firm establishment of the American common school ideal with all its logical deductions for the higher civic activities. If such a society had been at work in New York city for the past three years, both nominations and election would have produced results more re-assuring to those who doubt the stability of a government by the people. At any rate, the campaign would have been conducted on a plane more worthy of a noble American citizenship.



Superintendent Maxwell.

The promised composite sketch of Superintendent Maxwell's personal characteristics appears in the present number. It embodies the judgments of keen critics who are close to the man and have had unusual opportunities to study him and watch him. The sketch thus represents the most complete and just summary obtainable. Care has been taken to eliminate every form of personal prejudice, and to preserve every favorable interpretation of personal traits. In other words, wherever conflicting opinions appeared from an earnest desire to aid in producing a true picture of the man, the editor has invariably selected the one most sympathetic.

In previous numbers THE SCHOOL JOURNAL published composite estimates of the reforms instituted under the administration and by the power of Dr. Maxwell. There was no difficulty in combining the various replies in clear and connected articles. The fact is that the admiration is all for the work of the man, and only by inference for himself. If he has warm personal friends in the school system extensive search failed to locate them. Admirers there were many, and personal enemies many. A large part, if not a majority, of the latter might be won over without difficulty. Even taking it for granted

that Mr. Maxwell is not gifted with a genius for making personal friends there still remains the possibility of winning defenders of the excellencies of the results accomplished by his administration, because of their excellence. Indifference to outside opinion will necessarily be taken for extreme self-conceit. Every indication of a desire to be *en rapport* with the human beings constituting the teaching force will meet with hearty response. The teachers want to be made to feel that they are regarded as more than mere pawns in Mr. Maxwell's educational chess game. The administration needs friends. This has been abundantly shown in almost every one of the many confidential replies received in answer to THE SCHOOL JOURNAL'S request for critical estimates of the man at the helm.

Wonderful improvements have been made in the school system since Mr. Maxwell assumed the directorship. The whole country has felt the beneficent effects. Sham of every form has been driven out. Honesty has been enforced. There is no need of reviewing all the good things for which the country is indebted to Mr. Maxwell—that has been well done in the previous surveys presented in these pages, but attention ought to be called here to a tendency which, if allowed to continue unmodified, will endanger the ripening of the best fruits. There is an undoubted trend toward mechanism thru over-organization in the gradual rooting out of the personal element. What has been accomplished thus far was required to introduce necessary reforms. It will be some time before the present changes are properly absorbed and digested, and the reasons for them thoroly approved. If they are to remain stable there must be a slowing up of reformatory activity, to render the inaugurated changes permanent.

The effect of the outcome of the recent municipal election is difficult to foretell at this moment. Mr. Maxwell's remarkable strength has prevailed in far more difficult situations than the outlook presents. He may be sustained in whatever changes there will be in the board of education. One thing is certain—he will have to proceed with increasing caution. The board of education will remain about as it is, so far as the political complexion is concerned, but the board of estimate, and other governing bodies, which have a voice in school affairs, will be entirely reconstituted by Mayor McClellan. In trying to obtain favors, some of the present commissioners may make compromises which will give Tammany an opening; but take it all in all the school system will feel the change in municipal administration least.

Will Mr. Maxwell be re-elected? That is another question. There is a persistent rumor that he has fixed his eyes upon a position which would afford his splendid organizing powers still greater scope than that of the great metropolitan school system. He will continue to hold the reins for two years more if he chooses to stay. At the end of his term a new man will step in who has been identified with the New York system for many years, and who is thoroly competent to assume the headship.

Park Flowers for Schools.

At the last meeting of the Associate Alumnae of the Normal college, Mrs. Elizabeth G. Britton, of the New York botanical garden, made a suggestion for furnishing nature study material in the schools. She called attention to the fact that many of the plants used for massing and bedding effects in the public parks were destined to die at the first touch of frost, but could be preserved in class-rooms by the teachers in the public schools to aid the pupils in nature study.

This suggestion was submitted to the park commissioners, who heartily approved it. Thus, the various schools were asked to send delegates to secure plants and specimens. The specimens included all manner of native seeds and fruits and autumn foliage. The city teachers sought these assiduously as the most difficult for them to obtain. The suburban teachers selected plants best fitted for window gardening. Those who preferred the pot

plants were supplied. Altho the supply was most generous the demand had been under, rather than over-estimated.

The Thanksgiving Proclamation.

Washington, October 31.

The President to-day issued his annual Thanksgiving proclamation in the following terms:

By the President of the United States of America:

A PROCLAMATION.

The season is at hand when, according to the custom of our people, it falls upon the President to appoint a day of praise and thanksgiving to God.

During the last year the Lord has dealt bountifully with us, giving us peace at home and abroad and the chance for our citizens to work for their welfare, unhindered by war, famine, or plague. It behooves us, not only to rejoice greatly because of what has been given us, but to accept it with a solemn sense of responsibility, realizing that under heaven it rests with us ourselves to show that we are worthy to use aright what has thus been entrusted to our care.

In no other place and at no other time has the experiment of government of the people, for the people, been tried on so vast a scale as here in our own country in the opening years of the twentieth century. Failure would not only be a dreadful thing for us, but a dreadful thing for all mankind, because it would mean loss of hope for all who believe in the power and the righteousness of liberty.

Therefore, in thanking God for the mercies extended to us in the past, we beseech Him that He may not withhold them in the future, and that our hearts may be roused to war steadfastly for good, and against all the forces of evil, public and private. We pray for strength and light, so that, in the coming years, we may, with cleanliness, fearlessness, and wisdom, do our allotted work on earth in such manner as to show that we are not altogether unworthy of the blessings we have received.

Now, therefore, I, Theodore Roosevelt, president of the United States, do hereby designate as a day of general thanksgiving, Thursday, the twenty-sixth of the coming November, and do recommend that, thruout the land, people cease from their wonted occupations, and, in their several homes and places of worship, render thanks unto Almighty God for his manifold mercies.

In witness whereof, I have hereunto set my hand and caused the seal of the United States to be affixed.

Done at the city of Washington, this thirty-first day of October, in the year of Our Lord, one thousand nine hundred and three, and of the independence of the United States the one hundred and twenty-eighth.

THEODORE ROOSEVELT.

By the president.

JOHN HAY, secretary of state.

Lecky, the Historian.

The Right Hon. William E. H. Lecky, the famous historian, died on October 23. The three great philosophical historians of the last fifty years in England were Freeman, Stubbs, and Lecky. All were profound scholars, tending towards the German idea of thoroughness. Lecky thoroly digested his immense erudition before he published anything. Thus each of his books was a masterpiece and represents the labors of years. As a stylist he was superior to Freeman and above all comparison with Stubbs.

William Edward Hartpole Lecky was born near Dublin in 1838. He received his education at the hands of private tutors, at Cheltenham college, and at Trinity college, Dublin, where he was graduated in 1859, and where, four years later, he received the masters' degree. As an undergraduate he had written an anonymous volume, en-

titled, "Leaders of Public Opinion in England." This was widely read in Ireland and England. In 1865, the "History of the Rise and Influence of the Spirit of Rationalism in Europe" was published, and, in 1869, the "History of European Morals from Augustus to Charlemagne." The first of these works founded his reputation as a scholar and thinker; the second confirmed it, and, in addition, excited great enthusiasm among scholars everywhere.

In 1875, Lecky began to put together a mass of material in regard to the history of the eighteenth century. Altho England was the central theme the material practically covered the history of civilization for the period, describing the forces which contributed to make the England of the nineteenth century, whether those forces had their initiative in England itself, on the Continent, or in America. Publication began in 1878 and continued until 1890. On this work Lecky's reputation will rest. It is called "The History of England in the Eighteenth Century." The chapters on the American revolution have been published separately and form one of the best accounts ever produced. In 1896, "Democracy and Liberty" appeared. A great tribute to his work is that it was translated into French and German and used as text-books in both countries.

In 1896, Mr. Lecky was elected a member of Parliament from Dublin university. Besides being a corresponding member of the Institute of France he was honored by various institutions of learning. St. Andrew's, Glasgow, and Dublin universities gave him the degree of LL.D.; Oxford, that of D.C.L., and Cambridge, that of Litt.D. He was elected a member of the Royal academy and made a privy councillor.

The Heavens in November.

November, with its clear skies and brilliant planets, is full of interest for the star gazer. Several planets have their most splendid appearance of the year during this month. The sun is by no means to be despised at present as lacking in interest for study. The great spots are worth at least a passing notice. At the opening of the month, the sun rose at 6:27 and set at exactly five o'clock. On the thirtieth, it does not rise until 6:59 and sets at 4:39. Thus, we lose almost an hour of daylight, or, to be exact, fifty-three minutes.

The moon was full on the fifth of the month; the last quarter comes on the eleventh, followed on the nineteenth by the new moon which quarters on the twenty-seventh. The full of the November moon is pushed along into December, the climax coming on the fourth. The moon will pass near Venus on the fifteenth, Mars on the twenty-second, Saturn on the twenty-fourth, and Jupiter on the twenty-seventh.

Turning to the planets, we find Jupiter still the ruler of the evening stars, so splendidly bright that no mistake can be made as to which he is. The planet is high in the sky at sunset, and does not set until after midnight during the entire month. On the first of the month the planet was due south at 8:21 and may be found in that position about four minutes earlier every evening. One or more of Jupiter's moons may be seen with an opera glass. On the ninth of the month he is stationary; that is, he ceases his apparent retrograde movement. This is occasioned by the fact that, in the revolution around the sun, the earth moves more rapidly, and, passing the slower planet, the latter seems to recede for a time.

Saturn was almost due south at sunset at the beginning of the month. Tho far less bright than Jupiter this planet is sufficiently bright to be distinguished easily from any of the surrounding stars.

West from Saturn is Mars, which is moving eastward at a rapid rate, and which will steadily approach the first planet during the month. One of the most interesting astronomical opportunities of the month is to observe the

rapid progress of Mars among the stars. About the fifteenth it will pass near the Milk Dipper in Sagittarius, as does every planet in its circuit of the sky. It moves so swiftly that this condition lasts for only a day or two.

Venus is a morning star thruout the month, the most beautiful object in the morningsky. It rises about three o'clock and shines until the sun actually appears.

The bright southern star, Fomalhaut, is now in a favorable position for observation. It appears almost alone as the watcher sees it far toward the southern horizon. Its superior brightness enables it to shine thru the haze which hides the fainter stars. In appearance, it is much like the planet Saturn.

The constellation Taurus holds a most conspicuous place in the November sky. Identification is made easy by the little group of Pleiades or Seven Sisters. This is a beautiful group, seen as a small cluster of six rather faint stars, one brighter than the rest, and the whole being a little larger than the full moon. Six stars are plainly visible to the naked eye, while, with a large telescope, at least two thousand are visible, together with distant patches of nebulosity.

The Pleiades have been a source of wonder and objects of worship in more than one time and country. An ancient tribal custom of choosing the chief at the time when the Pleiades rose with the setting of the sun is the primal reason why most of our elections come on the first Tuesday after the first Monday in November.

November, after August, is the month for meteors. There is hardly an evening when they may not be looked for with a fair prospect of success. The fourteenth is the date for the famous Leonids which have furnished so many showers in the past. It can be stated with positiveness that a greater or less number of meteors can be expected from this radiant about the middle of November of every year. Unfortunately, they appear at a late hour of the night.

The meteors of the last week in November are interesting and more easily observable. They are the Andromedes, so called from having their radiant in the constellation, Andromeda. They are as absolutely reliable as are the Perseids of August. They may be seen early in the evening and are usually brilliant and of a distinct reddish tinge. Owing to the identity of the orbit of the Andromedes with that of Biela's comet this swarm has long been regarded with great interest by astronomers.

The New Alaska Boundary.

The settlement of the Alaskan boundary dispute is of great importance geographically, as well as from the use of international arbitration to adjust the points in dispute. Just what these points were many persons fail clearly to understand, but a careful description of the new line should make the problem clear and explain the chagrin of our Canadian neighbors.

The boundary line between Alaska and the northwestern part of Canada begins at Cape Muzon, the southwestern point of the Prince of Wales archipelago. The question arose thru what particular waters the boundary line should be drawn. There was no mention in the treaty of 1825, made by Russia, of drawing the line straight east about sixty miles to Portland canal or channel. As there was a doubt about the identity of Portland canal, the Canadian authorities insisted that the line should pass north between Prince of Wales island and the mainland to the fifty-sixth parallel. Thus the boundary would be west of the large Revilla Gigedo island in Borroughs bay, giving Canada the island and a large slice of the mainland. The international tribunal decided that the line must extend straight east to Portland canal.

The second point of contention was over what was meant in the treaty by "the canal called Portland canal." This deep narrow inlet is divided near the sea into two channels by four islands midway between the shores:

Pearse, Wales, Sitklan, and Kannaghunut islands. The United States contended that the southern channel formed by the islands was Portland canal and therefore the four islands belonged to us, as the boundary had to pass thru the canal. Canada contended that the channel at the north was the boundary, and the four islands belonged to her. The tribunal compromised the dispute and gave each country two islands. Wales and Pearse islands go to Canada and Sitklan and Kannaghunut to the United States.

Portland canal, up which the boundary proceeds, does not extend quite to the fifty-sixth parallel of latitude, and the next question was how the line should be drawn between the north end of the channel and the fifty-sixth parallel. At the north end of the canal are two little rivers, the Salmon and Bear, one coming from the northeast and the other from the northwest. The tribunal decided that the boundary should extend in a straight line between the two streams to the fifty-sixth parallel.

North of this point the vital difficulties involved in the dispute began. It was in this region between the Portland canal and the Fairweather range that the mountains reported by Vancouver were supposed to be. Vancouver explored the coast about one hundred years ago, and his charts show a continuous range of mountains skirting the coast some thirty-five miles from the shore. This range the Russians proposed as a suitable natural boundary in 1825. The suggestion was adopted by England with one proviso. Wherever the summit of these mountains should prove to be more than ten marine leagues, or about thirty-five statute miles from the ocean, the boundary should be in a line parallel with the windings of the coast and never more than ten marine leagues from it.

In 1891 a survey of the region was made by the United States and Canada. The result of this survey was to prove that the range of mountains shown on Vancouver's map does not exist. There are plenty of mountains but they are scattered about in absolute irregularity. The Vancouver range was therefore eliminated as an element in the boundary. In the dispute that followed the Canadians insisted that the boundary should be placed on a line joining the mountains which are not more than thirty-five miles from the shore of the mainland coast without taking into account the inlets that penetrate deep into the land. This contention would have given Canada complete control of the estuaries and harbors which afford natural ways of entrance into the interior. The decision of the tribunal leaves all the inlets in the possession of the United States. The boundary is a line parallel to the winding of the coast.

The boundary of the Lynn canal as decided by the tribunal, is to extend to Mount Whipple, cross the Stikine river, about twenty-four miles from its mouth, proceed to Kate's Needle, Devil's Thumb, and so on. In the Lynn canal region the boundary follows the water parting between the coast and the Yukon drainage systems, crossing the White and Chilkoot passes and leaving in our possession the Dyea, Skagway, and Pyramid harbor ports of entry.

At its northern end the Lynn canal splits into two narrow arms, one of them running in a northwesterly direction to Pyramid Harbor and known as the Chilcat Inlet, the other arm running in a northerly direction to Skagway and Dyea. Canada offered to surrender all claims to Skagway and Dyea if Pyramid Harbor were conceded to her. She has now lost all footing on the Lynn canal, one of the most important approaches to the Klondike.

West of Lynn canal the boundary line runs somewhat circuitously, according to the windings of the coast, to the Fairweather range, and thence along the coast to Mt. St. Elias, where there was nothing left to settle. From that point the boundary follows the 141st meridian west of Greenwich to the frozen sea, and the position of the meridian has already been fixed by a scientific survey.

Notes of New Books.

Physical Laboratory Manual for Secondary Schools, by S. E. Coleman, S.B., A.M., head of the science department and teacher of physics in the Oakland High school.—This manual contemplates a full year's study of physics in the high school, with the work in the laboratory made prominent. The experiments selected are those commonly given, with few exceptions, and the steps of the manipulation are stated clearly and most minutely. The forms of apparatus illustrated are frequently somewhat different from those in general use, but such as to suggest to the teacher the essential steps of the work. The figures to show interference and beats studied by tuning forks give the student a clear conception of the movements in the air as he places the tuning forks in different positions. A few elementary problems in electricity make the closing work sufficient to prepare the student for fuller work in his college course. (American Book Company, New York, Cincinnati, and Chicago.)

With the scores of books for manual training work that are coming out month by month, a new one must needs be a pretty good one to have a right to existence. *Industrial Social Education*, by Prin. W. A. Baldwin, of the Hyannis (Mass.) State Normal school, has, however, an *a priori* right to a place in the front rank of such books, for the author and his assistant teachers have made the Hyannis Normal famous as a home of raffia and rattan work, school gardening, and other forms of industrial and manual work. SCHOOL JOURNAL readers are familiar with the grand work which is being done there, thru both description and illustration. And the book based on the Hyannis is excellent in every regard. Especially will it prove helpful to the teacher who has received little instruction along these lines himself. The suggestions are so plain that he who runs may read, and each line of work is illustrated by photographic reproductions. The book is cordially recommended as one of the very best that has appeared, and the only one of its particular kind. (Milton Bradley Company, Springfield, Mass.)

Blackboard Designs is the title of a book of sketches by Margaret Webb, with an introduction by Amos M. Kellogg. It is intended as an aid to teachers in making the school-room attractive. Some teachers say they have never learned to draw. Mr. Kellogg gives a few simple directions which, if earnestly followed, will make such teachers surprised at their ability in this line. Miss Webb's drawings are eminently adapted for reproduction on the blackboard. They contain comparatively few lines, but every one counts. Besides, the pictures show children's occupations and plays, and will therefore interest children. In depicting happy childhood she has a positive genius. Her designs relate to the seasons or the holidays, or she takes a line of verse and pictures it with the aid of a lively fancy. Childhood and nature are her themes, treated in a variety of ways for Christmas and New Year's day, Washington and Lincoln days, Spring, Memorial day, Flag day, Fourth of July, Thanksgiving, etc. The book is one that will bring help and pleasure to many school-rooms. (E. L. Kellogg & Company, New York. Price 50 cts.)

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The Educational Outlook.

On October 23 the Mosely commission visited Philadelphia. In speaking of his impressions so far Mr. Mosely said: "Here are four features I have observed: First, you spend much more money on public education than we do in England; second, your school and college equipment is better; third, your general system is more scientific; fourth, the spirit of the teachers is full of enthusiasm, and there is a marked desire among the pupils for the best knowledge."

An interesting comment upon Cardinal Gibbon's recent declaration that the public schools are "vicious" was made by President Quin, of the Milwaukee school board. Mr. Quin said:

"I very much regret this attack upon the one institution on which, in the minds of all Americans, the future welfare of the republic rests. What would our vast heterogeneous nation be without our public schools? It would be a nation of sectarianism, in acrimonious conflict, each sect fighting for its share of the school tax."

The Baltimore schools have a registration of 69,754 pupils, an increase of 2,073 over last year.

Philadelphia's registration is 212,308, an increase of 7,885. Of the whole number 418 are physically unfit to attend school.

The authorities of Syracuse university are conducting a crusade against tobacco. Chancellor Day has issued an ironical edict that students must smoke only fifty-cent cigars. Now Dean Didama, of the medical school, has surprised the students by prohibiting the use of tobacco entirely.

The enrollment in all departments of Syracuse university for this year shows 729 freshmen. This makes a total of 2,200 students in the university, a gain of 200 over last year.

Typhoid fever is crippling several Virginia schools. At the Virginia Military institute, at Lexington, a number of cases have been reported and the medical advisor has suggested that the school be closed. The disease has also appeared at Washington and Lee university. Stringent measures have been taken to prevent its spread.

The legacy of \$100,000 left to Cornell university by Frederick W. Guiteau, according to President Schurman, will be appropriated as a loan fund for needy students. The fund will be placed in charge of a faculty committee, which will loan it to poor students at a low rate of interest, in order to enable them to complete their university course. At present the university lends money to such students from its own funds. The only requirements for obtaining it are that the students shall have spent one year at Cornell and shall have maintained a creditable standing in their work.

Pennsylvania college, Gettysburg, Pa., is to receive \$35,000 from the estate of the late J. H. W. Stuckenburg, of Cambridge, Mass. The will directs, however, that in case Pennsylvania college, in his wife's judgment, is made to subserve dogmatism and traditionalism instead of a progressive living Christianity, she shall transfer the property to Marietta college, at Marietta, Ohio.

Dr. Thomas Hanna McMichael was installed as president of Monmouth college, Illinois, October 27.

The executive committee of the New York State Teachers' Association has made arrangements for the annual meeting of the association to be held at Cornell university next July. The offer of

the authorities of the university for the use of the buildings has been accepted by President Schurman, of Cornell, and Andrew D. White will address the convention.

The board of education of Kansas City, Kan., has accepted the resignation of the clerk of the board after thirteen years' service. The clerk, it is said, confessed that he had been pocketing rebates from insurance agents.

At the ceremonies attending the installation of the Rev. Dr. Gordon as head of Queen's university, Kingston, Ontario, the degree of LL. D. was conferred upon Dr. H. L. Wilson, Johns Hopkins university; President James, Northwestern university; Prof. H. P. Judson, University of Chicago; Prof. J. E. Creighton, Cornell university; Dr. Victor Goldschmidt, Heidelberg university, Germany.

Dr. Otto E. Lessing, instructor in German at Smith college, has resigned to become private docent in modern German literature at the University of Prague.

Civil Service Examinations.

The state civil service commission announces general examinations to be held November 28, 1903, for the following positions: apothecary in state hospitals and institutions; assistant chemist in the cancer laboratory of the state department of health at Buffalo; draughtsman in the office of the state engineer; examiner in the regents' office; guard at the Elmira reformatory; inspector in the department of public instruction; instructor in the state library school; men and women officers in state institutions; trained nurse in state hospitals and institutions; women physicians at both the regular and homoeopathic schools.

Application for these examinations must be made on or before November 23. Full particulars of the examinations and blank applications may be obtained by addressing the chief examiner of the commission at Albany.

Regents Will Keep High Schools

The regents have sent out a circular addressed to boards of education, principals, teachers, and patrons of the high schools of New York state. It reads in part:

Our attention has been called to reports that have been actively spread thruout the state, that the regents are abandoning opposition to the well-known efforts to transfer the supervision of the high schools from the regents to the superintendent of public instruction.

The regents thought it due to you that you should be advised at once that such reports are unfounded. The standing of our high schools is one of the greatest sources of pride and satisfaction to the intelligent citizens of the state, and the regents will never sanction in any degree the attempted change in the efficient supervision under which the extraordinary development of these schools has been accomplished. Neither do the regents believe that the people of this state will permit any such interference with what affects so closely the interests of their children.

The regents, in the conscientious discharge of the duties assigned to them by the state, have no intention of relaxing their efforts for the protection and advancement of the welfare of any of the schools under their charge, and they rely, as heretofore, on the active co-operation of boards of education, principals, teachers, and patrons. The promotion of the interests of the high schools is the regents' only incitement for this notice;

and with united effort they are confident of defeating all attempts to break down an educational system which has been so fruitful.

Archbishop Elder's Views.

Archbishop William Henry Elder, of Cincinnati, Ohio, who is the oldest archbishop of the Catholic church in this country, in speaking of the reading of the Bible in the public schools, said recently:

"The talk about reading the Bible is, with many little more than a shibboleth. We believe in reading the Bible, but that is not all of religion."

As to a plan which would reconcile the two systems, satisfy the church, and yet not violate what is called the American idea, he said:

"Take for instance any ward in a city. There are one or more schools in it. Now one plan would be to let the parents of a majority of the pupils in the school decide the nature and extent of the religious instruction that would be given in it."

"While this plan would be better than the present; it would be only an approximation to the correct plan. The true method, it seems to me, would be to have a school where Catholics could go exclusively. Then, if there be any other sect that feels as strongly on this matter as we, there could be a school for them."

Tuskegee's Record Last Year.

The annual report of Booker T. Washington, recently made public, opens with remarks on the moral qualities of Tuskegee graduates. Mr. Washington says:

"It seems important to say that not a single one of our graduates has ever been convicted of a crime or sent to a state penitentiary. This statement is based on a carefully kept record."

Several factors hinder keeping the negro on country farms. The lack of good schools and police protection in country districts drives them to the city.

Owing to lack of room about a thousand would-be students are annually refused admittance at Tuskegee. During the past year the enrollment was 1,550, the average attendance 1,441.

While emphasizing the great importance of agriculture the following industries have been taught in addition to the regular academic, religious, and moral training. Agriculture, basketry, blacksmithing, bee keeping, brickmasonry, plastering, brickmaking, carpentry, carriage trimming, cooking, dairying, architectural, freehand and mechanical drawing, plain sewing, dressmaking, electrical and steam engineering, founding, harnessmaking, housekeeping, horticulture, canning, laundering, machinery, mattressmaking, millinery, nurse training, painting, sawmilling, shoemaking, printing, stock raising, tailoring, tinning and wheelwrighting—thirty-six industries in all.

The students cultivate 900 acres of land, and during the past year a large acreage has been added to the school farms. From other gifts there are in course of erection or finished, two bath-houses, an office building, seven cottages for teachers, the Collis P. Huntington memorial building, an addition to the Slater-Armstrong trades building and the Lincoln memorial gates.

Students of the institution manufactured in twelve months, 2,999,000 bricks. Garments of various kinds to the number of 1,367 were made in the tailor shop, and 541,837 pieces were laundered in the laundry division.

About 6,000 graduates and others who have not completed the course have been sent out by the school since 1881. Investigation shows that not more than ten per cent. of these are idle at any time.

The Greater New York.

Joint meetings of the Society for the Study of Practical School Problems and the New York City Teachers' Association will be held on Nov. 7 and Nov. 21. On Nov. 7, at eleven A. M., in the hall of the board of education, Dr. Maxwell will discuss the new course of study for elementary schools. On Nov. 21, at two P. M., Mr. Percival Chubb, of the Ethical Culture schools, will speak, at New York university, on "How to Teach a Literary Masterpiece in the Elementary Schools."

The one hundred and twenty-first regular meeting of the Schoolmasters' Association of New York and vicinity will be held on Saturday, Nov. 14, at 10:30 A. M., in Law Room No. 1, New York university, Washington square. Supt. John Kennedy, of Batavia, N. Y., will discuss the "Batavia Experiment."

The meetings of the association are open to all persons interested in secondary education. Women as well as men are cordially invited to attend these meetings.

The December meeting will be addressed by President Woodrow Wilson, of Princeton, and the January meeting by President Finley, of City college.

At the last meeting of the New York City Principals' Association the question of corporal punishment was discussed. Nearly all the principals favored its use in the schools. The association favored urging the board of education to return to the old system of discipline.

The trustees of the Normal college have decided to establish a chair of pedagogy, to carry a salary of \$4,750.

The instructors in drawing in the high schools of all the boroughs have formed a permanent organization. The officers are: President A. Fischlowitz, De Witt Clinton High school; secretary, Miss M. Gardner, Girls' High school; treasurer, A. H. Flint, Commercial High school.

Chairman De Forest A. Preston of the studies and lectures committee of the Brooklyn Teachers' Association, has arranged a series of conferences on penmanship in the primary grades. There will be another series on "Memory Gems" under the charge of Supt. James M. Edsall.

Public School No. 6, Manhattan, is to have a farm garden next year. The school has a playground in a lot on Eighty-sixth street. The center is to be left open for a playground, while a broad border is to be left all around for garden beds. These will furnish a basis for nature study, as the children will plant flowers, vegetables, trees, and shrubs. Miss Katharine D. Blake, the principal of the school, hopes to have the gardens arranged by next Arbor day.

President Finley, of City college, has arranged for the use of the 69th regiment's armory as a gymnasium. He has announced that he intends to engage a general athletic director to have charge of the physical instruction. The college has never had such an officer before. President Finley is deeply interested in athletics.

Four hundred new teachers were appointed and sworn in by the board of education October 28. This is one of the largest groups of public school teachers ever appointed at one time. The schools have been somewhat short-handed in the matter of women teachers, owing to the increase in the number of pupils and the necessity of placing many of the children in part time classes. Then Dr. Maxwell's insistence on having a teacher look after one part time class instead of two, has increased the demand. This appointment has exhausted the eligible list of women teachers.

It seems probable that in the near future a general committee will be formed to represent all the teachers in New York city. The various teachers' associations will probably organize a central committee, which will consist of delegates chosen from each of the teachers' associations in proportion to the number of active members enrolled.

The Fifty-second street annex of the Girls' Technical High school held a "mothers' meeting" recently, under the direction of Miss M. V. Linden, the head teacher. About two hundred parents gathered to discuss the purpose and work of the school. Principal William McAndrew outlined the aims and described the various courses provided by the board. The teaching staff showed the visitors about the building and exhibited specimens of the girls' work.

Margaret B. Murphy brought suit some time ago to recover money deducted from her salary for absence without leave. The court dismissed her suit but she has now appealed to the supreme court. In the argument before the court her attorney contended that the board of education has no right to adopt a by-law authorizing it to make deductions from a teachers' salary for absence thru sickness. It is also contended to be irrelevant as to what the board of education does with the money thus deducted.

The board of education holds that a teacher is not a public officer, and consequently her salary is not an incident of her employment. In a contract for personal services to be rendered there is always, in the absence of an express provision to the contrary, an implied condition that the right to receive the wages depends upon the services being rendered. The only obligation the board owed the teacher was to pay her the compensation she earned for services actually rendered or which it unlawfully prevented her from performing. The court reserved decision.

On Oct. 26 the children in P. S. No. 26, Richmond, were suddenly marched out while a fire burned in the basement. There was no excitement and the children thought it simply a drill. The fire started in the basement near the furnace. The janitor found beams smoldering and alarmed the principal, who at once sounded the gong. In two minutes the school was empty. Firemen quickly extinguished the flames, and the children returned to their classes.

The formal opening of the William H. Davis Free Industrial School for Crippled Children, at 471 West Fifty-seventh St., took place on October 27. The school is situated in a large four-story building given by Mrs. William S. Hawk.

The school is dedicated to the service of crippled children. It aims to enable them to earn their own living. Neither sex, age, color, nor religion is considered and no certificate is needed for admission except that the child is a cripple.

The court of appeals has dismissed the appeal in the suit of the men teachers against the board of education. The suit—that of Schlivinski vs. Maxwell—was brought to compel the appointment of men and women according to rating on one and the same list. The decision of the court of appeals gives the board the right to use its discretion as to the appointment of men and women.

According to the report of Dean Russell, of Teachers college, the work of the appointment committee for the past academic year has been very successful. During 1902-1903, 787 unsolicited applications for teachers came to the college, as contrasted with five hundred in 1901-1902.

The demand for supervisors of education for elementary teachers, and for teachers of domestic art, domestic science, and manual training far exceeded the supply.

Plans have been made for the rehabilitation of P. S. No. 28, Queens. A new building was constructed in the same neighborhood and the old one was then abandoned. When it is refitted there will be accommodations for six classes.

Registrar Tombo, of Columbia university, states that the total attendance is 3,631 as against 3,613 last year. The entering classes in the schools of law and medicine are smaller than last year, owing to the increased requirements of admission. The largest increase is in the graduate schools where 598 students are registered.

Owing to the large entering classes at New York university, additional buildings are needed for the medical school and school of applied science. The eighth floor of the Washington square building will probably be withdrawn from business uses to afford accommodation for the growth of the graduate and commercial departments. The withdrawal of this floor from rental will necessitate an increase of at least \$100,000 in the university endowment.

Promotions Held Up.

At the last meeting of the board of education the promotion of seven Brooklyn teachers was held up. This was due to the decisions of the courts regarding the Grade A license. By this decision the right of four thousand teachers holding Grade A, or No. 2, licenses to promotion is established. The new licenses, as ordered by Superintendent Maxwell for promotion and as teacher of the graduating class, are declared null and void in so far as they prevent the appointment of holders of prior licenses.

For a time during the meeting it appeared as tho all the promotions and advancements as provided for by the committee on elementary schools would be held up. Most of the boroughs had a large list, but in Brooklyn there were only seven scheduled for promotion.

Superintendent Maxwell explained that it would be a serious setback if all advancements were held up, and he showed wherein the decision of the court affected only the Brooklyn candidates. The names of the Brooklyn teachers were referred to the committee on by-laws and legislation, and all the others were advanced.

Male Teachers' Association.

Nearly 100 teachers and their guests attended the dinner of the Male Teachers' Association at Shanley's Roman Court last Saturday evening. "Shall the Teaching Profession be further Effeminized?" was the subject discussed after the excellent menu had received due consideration. Dr. Charles H. Judd, of Yale university, spoke in a humorous vein and was generously applauded. He was followed by District Supt. Darwin L. Bardwell, of Richmond Borough.

"When the teachers' profession becomes as attractive to men as other professions," said Supt. Bardwell, "no such question as this can arise." "Boys," continued the speaker, "especially during their later years of school life, need close contact with men of the best type, that they may imbibe ideals of true manhood. Where are they to get their ideals if we have only women teachers?" Other speakers, including James M. Kieran, principal of P. S. 103, Manhattan, and Magnus Gross, president of the City Teachers' Association, followed in a similar vein.

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Prof. Earl Barnes in a letter to the association said: "It is certainly a mistake to bring the boys of a country up in nurseries, and our girls would be greatly benefited thru working part of the time under the direction of men." Prof. Barnes urged the education of public sentiment to "feel the need of masculine qualities" in the schools.

The next dinner of the association will be held Saturday evening, November 21, at the same place. The topic for discussion is "Corporal Punishment, Its Desirability and Limitations." Among the speakers who have promised to be present are Dr. Myron T. Scudder, Dr. Bernard Cronson, and H. Coward, president of the National Union of Teachers, of England.

Conferences on English.

The first of the conferences of princi-

pals on the teaching of English was held on October 31. The subject was, "The first five years of language." The subjects and dates of the other conferences, as announced by Dr. Maxwell, are:

Nov. 14.—"Teaching English to foreigners during the first two years of school." Prin. Joseph H. Wade, P. S. No. 186, Manhattan.

Dec. 5.—"The teaching of literature in the elementary schools." Prin. William A. Boylan, P. S. No. 44, Manhattan.

Dec. 19.—"The teaching of composition in the elementary schools." Prin. La Salle H. White, P. S. No. 3, Manhattan.

Jan. 9.—"Reading and word study in the elementary school."

Jan. 23.—"The teaching of grammar." M ss Emma L. Johnston, P. S. No. 149, Brooklyn.

Feb. 6.—"The use of library books."

Prin. Almon G. Merwin, P. S. No. 74, Brooklyn.

Dr. Requa Versus Dr. Gulick.

Another law suit has been started in connection with New York schools. Dr. Augusta Requa, director of physical training for the public schools of Manhattan and the Bronx, has brought suit to prevent the payment of salary to Dr. Luther H. Gulick, director of physical training for all boroughs. In 1896 Dr. Requa was appointed supervisor of physical education. Under the revised charter her title was changed to director of physical training for the boroughs of Manhattan and the Bronx.

Last year Dr. Gulick was appointed to his present position at a salary of \$4,000 while the other directors receive \$2,500. This, Dr. Requa alleges, was illegal and void, and contrary to the section of the

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charter which requires a uniform schedule of salaries.

Dr. Requa alleges that Dr. Gulick has given instructions to class teachers and assistant teachers under or assigned to her; that he has directed principals to disregard her as an adviser; that he has prevented her from advising with the board of superintendents or district superintendents, as she is authorized to do by the charter, that he has taken out of her hands the direction of the course of study, and finally that Dr. Maxwell has ordered that no high school pupils shall apply to Dr. Requa for excuse from physical training. All this Dr. Requa holds to be illegal interference, and in order to secure redress, she has brought suit to stop the payment of Dr. Gulick's salary.

Brooklyn Teachers' Association.

At the annual meeting of the Brooklyn Teachers' Association, Pres. Lyman A. Best urged the teachers to co-operate with the board of education in all matters affecting them. He said the request of the by-law committee for a conference of teachers on proposed absence rules indicated good will. Continuing, he said:

"Whatever the result of this conference may be, and I hope and trust that all will abide by the result, many of us in Brooklyn, where a successful pension plan was carried out for years, feel that we will have much more self-respect if we contribute a percentage of our salaries toward maintaining the pension fund. We are virtually united in the belief that it is cruelly wrong to maintain the fund by deductions from the salaries of teachers who are absent on account of sickness. They need more money for doctors' bills rather than less. Probably ninety per cent. of the absences of teachers is on account of sickness, yet these sick teachers must be fined, altho few of them are likely to participate in the ben-

efits of the fund which their money is maintaining.

"In order that all matters pertaining to the general welfare of the teachers of the entire city may receive attention from some body which represents the force of 12,000 teachers, it was suggested last spring that a central organization consisting of representatives from the forty-six districts of the city, said representatives to be chosen by the general associations of the city, should be formed. It was proposed that all matters of a legislative character should be referred to this committee of forty-six with full power. Your executive committee, at this meeting, authorized that steps be taken on the part of our organization toward the formation of such a body. If formed, such a committee would relieve us of much work and worry, and our energies could be devoted to social affairs and to professional improvement."

President Best urged the teachers to criticize the new course of study with the view of improving it. He declared that economy of time and energy on the part of teachers would follow a more general introduction of the departmental system of instruction.

Sprague Case Appealed.

The board of education has appealed the so-called "Sprague" case to the supreme court. Justice Scott had given a decision directing the issue of a writ of mandamus compelling the city superintendent to place the name of John S. Sprague on the eligible list for principals.

Mr. Sprague bases his claim on the fact that he had been duly licensed in 1855 as a principal. As this was prior to the Greater New York charter he believes it was the duty of the superintendent of schools to place his name on the proper eligible list.

The board contends that the unex-

plained delay of Mr. Sprague in waiting more than five years in making the present application was sufficient, of itself, to justify its denial. Under the provisions of the charter, the eligible list should be made up only of persons found in the service of the several municipalities which were consolidated at the time the charter took effect. A license to teach, the board contends further, like any permit or authorization, may be waived or abandoned, and therefore the license of 1855 held by Mr. Sprague, was, by reason of the acceptance of a position outside the city, both waived and abandoned.

Not German Teachers Enough.

City Superintendent Maxwell has given out a statement denying charges made recently relative to the teaching of German in the public schools. These charges were: that the number of pupils studying German in the whole of greater New York is not as large as the number formerly studying it in the boroughs of Manhattan and the Bronx alone; that many German teachers have been dismissed; that American teachers have been substituted for experienced teachers of German, and that Superintendent Maxwell, at a meeting of the board of education last spring, admitted that he threw a number of petitions signed by representatives of the German societies into the waste basket.

Dr. Maxwell replies in his statement as follows: "The number of children studying German thruout the city is now very much larger than it was last year in the boroughs of Manhattan and the Bronx alone. Not only this, but those who are studying that language are studying it to much greater advantage than formerly. Under former regulations the study of German was practically a farce. Now it is a real study, receiving during the year in which it is taught as much time as is devoted to mathematics.

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"It is absolutely false that many German teachers have been dismissed since the opening of the term. Only one teacher of German was dismissed last term, and the reason was that his license was not renewed because of inefficient service. The fact is that it has been necessary to appoint about a dozen additional German teachers to take charge of the additional classes formed. The eligible list of German teachers has been exhausted, and in order to meet the demand it has been necessary to call upon class teachers of German birth to supplement the work of the regular corps."

In concluding, Dr. Maxwell denied throwing any petition into a waste basket.

Queens Borough Teachers.

The annual meeting of the Teachers' Association of Queens borough rounded out the excellent work done under the presidency of Prin. John F. Quigley, P. S. No. 1. The meetings during the past year have been good and well attended. Under Mr. Quigley's guidance the year has been the most successful in the association's history.

The following officers have been elected for the year 1903-1904: President, Isaac N. Failor, P. S. No. 52; vice-presidents, Miss Monica Ryan, P. S. No. 77 and Carlton J. Patton, P. S. No. 72; corresponding secretary, Miss Agnes S. Tuthill, P. S. No. 52; recording secretary, Geo. R. Dutton, P. S. No. 64; treasurer, Howell R. Wood, P. S. No. 20.

The board of directors is made up as follows: Delegates from the 41st district, James F. Carragan, P. S. No. 4, and Miss Mamie Fay, P. S. No. 12; 42nd district, Edwin M. Hopkins, P. S. No. 7; 43rd district, Hester W. Boyd, P. S. No. 47; 44th district, Cora M. Velsor, P. S. No. 58.

District Supt. Darwin L. Bardwell, borough of Richmond, addressed the annual meeting on the subject of "Discipline."

City College Buildings.

The plans for a group of new buildings for City college have been filed. The buildings will be five in number, partly connected by a subway. They will cover an irregular area extending from Amsterdam avenue to St. Nicholas terrace and from 138th street to 140th street. The cost is estimated at \$2,500,000.

Each building will have facades of gneiss rock, with trimmings of terra cotta and ornamental brick. The main college building will occupy the largest of the three plots facing St. Nicholas terrace and will be anchor shaped.

The block between Amsterdam and Convent avenues and 138th and 139th streets will be the site of the gymnasium and the sub-freshman building; the next block, of the mechanical arts and chemical buildings. The gymnasium is to be elaborately fitted, having a swimming pool, handball courts, and elliptical exercising room. It will also have a library and lounging quarters for the students.

Free Scientific Lectures.

The scientific lectures conducted by the board of education have been so successful that Supervisor Henry M. Leipziger has prepared a number of special courses for the coming season on subjects in which mechanics are interested. These free lectures are becoming a recognized medium for giving the general information in scientific subjects which working-men lack. Serious reading will be encouraged in connection with the lectures, and selected lists of books will be advised.

A course of six lectures on metallurgy will be given by Bradley Stoughton, Dr. Myric N. Bolles, and Dr. William Campbell, of Columbia university, on Wednesday evenings, beginning Nov. 11, at the Baron de Hirsch Trade school.

Courses have already started on the subjects, "Light as a Mode of Motion," "Matter and Motion," "Heat as a Mode

of Motion," "Astronomy," "Electricity," and "Principles and Practice in Electrical Engineering."

Needs of Barnard College.

Laura D. Gill, the dean of Barnard college, in her annual report says that the last year has been the most prosperous which Barnard college has yet known. She says of its needs: "The demand for a dormitory stands at the head of the list. This year's experience without a dormitory has proved, even more forcibly than we feared, how impossible it is to furnish suitable care for non-resident students without a college home. The freedom of life possible to graduate women cannot be safely given to young girls. The dormitory is essential as a safeguard to the health and social ideals."

"Another need which is felt with increasing force is that of a students' building with a gymnasium and rest rooms. The college must assume a greater responsibility for the physical conditions of its students. The best intellectual interests of the college are to a great degree dependent on it."

As to the curriculum, Miss Gill says: "The symmetry of the college curriculum is fast being rounded out. Every extension of courses in the departments of philosophy, psychology, and anthropology recommended in my last year's report has been carried out. But the college is still without instruction in the whole range of art interests. As women not only enjoy this line of cultural subjects but find daily practical use for any training in them which they may have received, the lack is especially to be deplored."

Marriage Creates Vacancy.

Altho according to the appellate division of the supreme court in Brooklyn, it is not "gross misconduct, insubordination, neglect of duty, or general inefficiency" for a public school teacher to marry, in

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doing so she voluntarily surrenders her position. This decision upholds the by-law of the board of education. It was in the cases of Minnie R. Masten and Kate M. Murphy for writs of mandamus against Superintendent Maxwell, directing him to re-instate them.

In both cases the appeal to the appellate division presented for consideration the questions whether a by-law, declaring against the continuance on the teaching force of a woman teacher who is married, was reasonable and valid, and whether the marriage of such teacher did, *de facto*, vacate her position, or whether it is necessary to prefer charges and effect her removal in that manner.

The by-law reads: "Should a female principal, head of department or teacher marry, her place shall thereupon become vacant, but her marriage shall not operate as a bar to her reappointment should it be deemed to the interest of the school to retain her services."

The opinion of the court says the trend of modern thought must be admitted to be strongly in support of that at which the by-law aims. The purpose of the rule is not to discourage marriage, but is rather in the public interest to dispense with the service of that class of teachers who assume new duties, and step into another field.

"The respondents claim," the opinion continues, "that their removal could not be effected except as the result of a trial after charges had been preferred. We think, however, that the marriage *de facto* created a vacancy."

Miss Baum Wins.

The teachers of Brooklyn have won a second important victory in the state court of appeals. That court has affirmed the decision of the appellate division in the case of Jennetta Baum against the New York board of education. The application of the Brooklyn teachers was for a writ of mandamus to compel the board to promote Miss Baum without the required advanced examination.

The trial court denied the mandamus, the appellate division reversed that denial, and the court of appeals now sustains the appellate division.

Miss Baum holds the necessary teacher's license, and has taught in the public schools since 1882. She was refused promotion because she would not take the examination prescribed by the board's by-laws in 1902. The Brooklyn Teachers' Association and the Class Teachers' Organization of Brooklyn took up the case and have won a decisive victory.

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Chicago News Notes.

The board of education has dismissed the charges brought against Prin. Orville T. Bright, of the Doolittle school.

The committee on school management, in its report said that occasions demand a birch rod as a practical disciplinary measure. In the case under consideration there was not the slightest opportunity to use "moral suasion." The committee ruled that a principal or teacher, when engaged in a class room, need not leave the class for the purpose of interviewing or being interviewed by the parent of a boy who has been disciplined.

Dr. H. C. Alexander declared, in a recent address before a Chicago club, that the seed of vagabondage is sown by the public schools. Boys, he thinks, become discouraged and drift away, because they find themselves unable to keep up with those who are brighter. The public school system should be reorganized so that no child would be confronted by discouragement thru his inability to hold the pace.

The superintendent's office has been over-run by teachers seeking transfers. Never before have so many teachers asked for them. The board of education has been compelled to pass a rule prohibiting a teacher from procuring more than one transfer a year.

At the last meeting of the Teachers' Central council a resolution, was passed urging that the course of study be made to suit the average child instead of the exceptional one. Miss Cecilia Heffer led the attack on the present course. "The difficult course of study," she said, "is crowding many of the children out of the public schools: Even the average child finds it difficult to accomplish what it is supposed to do in the eight years of the grade school. Few are able to complete the course, owing to the great amount of work demanded of them."

Superintendent Cooley, of Chicago, reports that 2,085 out of the 5,500 teachers in that city have enrolled in the university extension courses.

The Chicago board of education has voted to replace the Graham school which was recently damaged by fire. Investigation of the ruins proved that it would be impossible to repair them. The new building will have twenty-six rooms and will cost \$135,000.

Before the Chicago Teachers' club, Superintendent Cooley recently condemned the practice of compelling children to occupy branch schools. He urged that the fault lay with the taxpayers, not with the school board. The two greatest problems of the board at present, he thought, were overcrowding and the demand for transfers.

In regard to the branch schools he added: "Some of the branch school-houses in Chicago are no better than the sod huts of western Nebraska; they are unsanitary, unclean, and inadequate for the accommodation of children. I know of one school in which the furnace protrudes into the main hallway and ashes are carried thru the hall in which the children hang their wraps. There is no ventilation, no fans."

The club passed a resolution in favor of a fixed maximum attendance for each school-room. Miss Margaret Haley asserted that in some districts the average was from fifty-five to sixty a room. Superintendent Cooley presented figures to prove that it was only from forty-eight to forty-nine.

President Harper, of the University of Chicago, has determined to abolish all gate receipts at intercollegiate contests in which the university is concerned.

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Such contests are to be put on an endowment basis. Dr. Harper expects that the endowment plan will remedy professionalism and other abuses connected with university athletics.

New England.

In his inaugural address as president of the New Hampshire College of Agriculture and Mechanic Arts, William D. Gibbs advocated both long and short college courses. While the four-year course should be retained, he believed that for poorer students universities should give the choice of two short courses, either a two years' course or a ten weeks' course.

The New England Zionist convention recently voted to give up the system of teaching outlined in the Talmud, Torah and Chedorim, and to introduce a modern system of instruction, such as is used in high schools, academies, and universities.

The astronomical observatory at Yale university is continuing its work of determining the parallaxes of stars of large proper motion. It is hoped that this task, begun about eleven years ago, will be completed next spring. About 150 stars of large proper motion have been observed, and positive results have been obtained for about one hundred.

CHELSEA, MASS.—The Woman's Club has offered to pay all the expenses for a year of teaching sewing in two schools. The school committee has accepted the offer and the work will begin in the seventh grades of the Shurtleff and Williams schools.

NEWTON, MASS.—On recommendation of Supt. Fred W. Atkinson, the school committee has voted to close the Oak Hill school and provide for the transportation of the pupils to the new Mason school at Newton Center. This change results from a falling off in attendance at Oak Hill.

SPRINGFIELD, MASS.—The International Training School of the Y. M. C. A. has received a gift of \$20,000 from an anonymous giver towards an endowment, to be added to a previous gift of \$10,000 from the same person. This makes \$70,000 pledged towards this endowment, which it is proposed to make \$135,000. The purpose of this school is to train young men for the various branches of the Y. M. C. A. work, especially secretaries and managers of gymnasia. It is a school of particularly cosmopolitan character, its present enrollment of ninety-three men, including Indians, natives of Syria, Italians, Japanese, and Chinese, as well as some from far-off India.

TILTON, N. H.—The State Association of Academy Teachers will hold its fifteenth annual meeting here Nov. 13 and 14. The association consists of representatives of all the academies and private schools in the state, and its meetings have always been held here because the town is so readily accessible from all parts of New Hampshire. Mr. F. A. Smart is the chairman of the executive committee, and he has the program essentially arranged.

St. JOHNSBURY, VT.—The State Teachers' Association held its annual meeting in the St. Johnsbury academy Oct. 29 and 30. The session commenced with an address of welcome by Mr. H. N. Turner, of St. Johnsbury, followed

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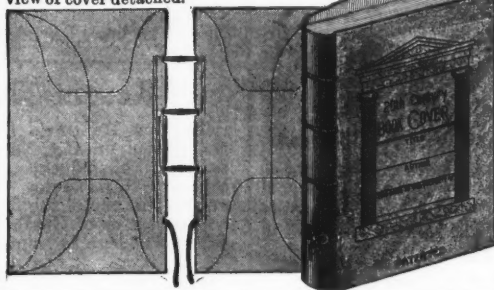
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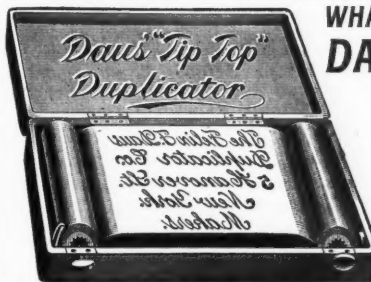
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by the president's address from Prin.
H. J. Stannard, of Barton. Mr. Mason
S. Stone also gave an address upon gen-
eral educational matters.

PEABODY, MASS.—The Essex County
Teachers' Association held its annual
meeting in the town hall on Oct. 23, and
a series of interesting addresses was pre-
sented. Pres. Mary E. Wooley, of Mount
Holyoke college, spoke on "Culture as
an Expression of Character," and Mr.
Fred W. Atkinson, superintendent of
schools, Newton, upon the "Education
of the Filipino." In the afternoon,
Frederick L. Burnham, supervisor of
drawing, New Haven, Conn., spoke to
the primary teachers upon the use of
colored wax crayons in the primary
grades and exhibited some pupils' work.
Miss Sarah L. Baker, of the Salem
normal school, gave a class exercise in
measurement, and Miss Mabel M. Kim-
ball, of the Hyannis normal school, spoke
of the industrial work as carried on in
that school.

In the grammar school section, Mr.
Robert C. Metcalf, superintendent of
schools, Winchester, spoke upon "Com-
position and Grammar;" Mr. Edward P.
Sherburne, master of the Lowell school,
Boston, detailed the movement to make
schools educational centers and spoke of
the results secured in Boston; and Mr.
E. Harlow Russell, principal of the Wor-
cester normal, spoke of "The Decay of
the Art of Reading."

The exercises of the high school section
consisted of an address by Mr. J. W.
MacDonald, agent of the State board of
education, upon "Science Teaching in
High Schools," one by Prin. Enoch C.
Adams, of the Newton high school, upon
"Grammar School Latin," and one upon
"The Personal Influence of the Teacher,"
by Principal Augustine Jones, of the
Friends' school, Providence.

Recent Deaths.

The Rev. Dr. David Cole, of Yonkers,
N. Y., died on Oct. 20. In 1855, princi-
pally thru his influence, the state normal
school of New Jersey was established,
and he was one of the first trustees. He
was professor of Greek and literature at
Rutgers college for some time.

Dr. Robert H. Thurston, director of
the Sibley college of engineering at Cor-
nell university, died suddenly, Oct. 25.
Dr. Thurston was one of the best known
members of the university faculty. He
was a graduate of Brown university and
served in the engineering corps of the
navy during the civil war. At the close
of the war he was assigned to the faculty
of the Annapolis naval academy. In 1871
he became professor of engineering at
Stevens' institute, and in 1885 went to
Cornell to take the directorship of the
new Sibley college.

Dr. Thurston was the author of a num-
ber of treatises on engineering, and was
a member of the leading scientific so-
cieties both in Europe and in America.

Memorial services in honor of Fred-
erick William Holls, who died on July 23,
were held on October 22 at Columbia
university. Herman Ridder, Carl Schurz,
Joseph Winter, Ralph Trautmann, Emil
Boas, D. W. C. Alpers, Andrew D. White,
and Prof. Hugo Münsterberg were among
those present. A bust of Mr. Holls, by
Henry Baerer, was presented to the
faculty of political science.

A large bronze tablet in memory of the
late Charles A. Tuthill, principal of P. S.
No. 25, Brooklyn, for thirty-three years,
has been placed in the main hallway of
the school. It was put up by his friends
in Brooklyn. The tablet bears the fol-
lowing inscription: "1869 to 1903. The
workman is dead, but his work still
lives."

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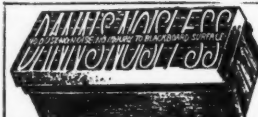
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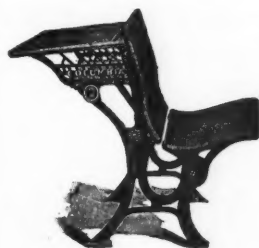
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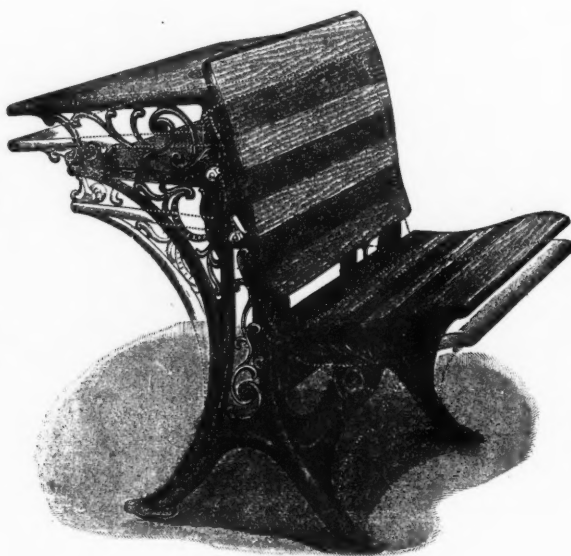
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Literary Notes.

The Sheffield Scientific school, Yale university, is to publish a series of text books to be called the "Sheffield Mathematical Series" for use in colleges and scientific schools. Prof. Percy F. Smith, will have editorial charge.

Many farmers and teachers of agriculture find themselves face to face with problems which they realize they are unable to answer in the best way. One of the best means of answering them is thru the "Farmers' Reading-Course," conducted by the college of agriculture of Cornell university. Once each month, from November to March, a short lesson on some practical farm topic is sent to each member. These lessons are written in a plain way so that any farmer can readily understand. The only expense to the reader is an occasional stamp in reply. Many thousand New York farmers are now enrolled in this reading course. All that is necessary to become a member is to send your name on a postal card to Farmers' Reading Course, Ithaca, N. Y.

The University of Pennsylvania is to issue a catalog in the Spanish language for distribution in South and Central America and Southern Europe. The university has received a large number of students from Spain and the Spanish speaking countries during the past few years. Special efforts will be made to secure students from Cuba and Porto Rico.

George Philip & Son, of London, have published a timely map entitled "Trade and the Empire." It has been designed to represent the fundamental facts of the trade of the United Kingdom. This it does in a graphic manner. The whole covers a sheet thirty by forty inches, mounted on calico and varnished to hang on the wall.

One of the books published recently by Ginn & Company, which is especially timely, is "The Louisiana Purchase," by Ripley Hitchcock. This book gives in convenient form a clear and simple history of the discovery, the acquisition, and the earlier stages of the building of the West.

The methods of some modern authors in securing material for their books are strong evidence against the notion that thoroughness has gone out of date. Perhaps no one of the younger American school is more careful than Samuel Merwin, whose latest novel "His Little World," has just been issued by A. S. Barnes & Company.

To meet the requirements in reading for admission to American colleges during the years 1906-1908, Houghton, Mifflin & Co., are publishing in the Riverside Literature Series, Irving's "Life of Goldsmith," and Tennyson's "Gareth and Lynette," "Lancelot and Elaine," and "Passing of Arthur."

A book of great value soon to be published by The Macmillan Company is William Garrott Brown's essays, called "The Foe of Compromise." Mr. Brown's historical essays have made a deep impression on teachers, students, and readers of history, thru their profound thought and clear insight.

(Continued on page 485.)



"Squire," he said, and his voice trembled, "Jack's my dog."

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By John Fox, Jr

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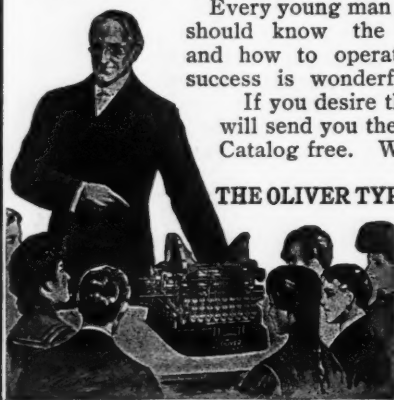
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(Continued from page 483.)

A new series of handy classics will be published this fall by Little, Brown & Co., to be called the "Handy Volume Cambridge Classics." There will be eleven carefully selected books in the series, printed on clear white wove paper and attractively bound in cloth and limp leather. The titles include Lord Bacon's essays, "Religio Medici," "Thoughts of Marcus Aurelius," "Essays of Elia," "The Light of Asia," and "The World's Best Hymns."

"Greek Sculpture: Its Spirit and Principles," by Edmund von Mach, recently instructor in Greek art in Harvard university, is a new publication of Ginn & Company. This book is addressed to all students of art, to working artists, and to the general public. It is not a clever eulogy, but a scholarly discussion, based on the scientific researches of the past, and presenting the results of some important investigations by the author. There are 160 illustrations, reproduced in half-tone and printed on specially prepared paper. Their arrangement is unique in the careful regard to harmony of appearance and to convenience of reference.

Houghton, Mifflin & Company have issued a new library edition of "Longfellow's Complete Poems," containing all the original verse that he wished to preserve and all his translations except those from Dante. Great care has been taken in selecting the illustrations, which represent the work of about seventy leading American and leading English artists. The volume is printed on a high grade of paper with wide margins, and is attractively bound, the cover design in gold being the work of Mr. B. G. Goodhue.

The *Corona Song Book*, by William C. Hoff, of Yonkers, N. Y., has just been published by Ginn & Company. In a number of particulars the book marks a step in advance in the making of school song books.

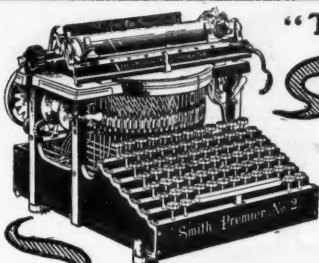
The selections are arranged in two, three, and four parts, and are thus available for use in all grades of the grammar school as well as in the high school. Each selection has an independent piano accompaniment. The best composers, particularly of the lyric school, are represented by pieces of harmonic and melodic excellence.

The book is modern in arrangement and material, and is well adapted to meet modern conditions. These qualities are owing largely to the wide experience of the author in school work. The selections, both of music and of words, have been made with the friendly assistance and criticism of many of the leading composers and musicians.

A book which promises to be one of the unique offerings of next spring is announced by Thomas Y. Crowell & Company. It is entitled "Minute Marvels of Nature," and is written and profusely illustrated from microscopic plates by John J. Ward. Many phases of minute plant and animal life are pictured and described in a style which will interest both nature lovers and general readers.

A list of the new publications of L. C. Page & Company contains some important announcements of forthcoming books.

C. A. Bryce, M.D., editor of the *Southern Clinic*, in writing of la grippe complaints, says: I have found much benefit from the use of antikamnia tablets in the fever and muscular painfulness accompanying grip. A dozen five-grain tablets should always be kept about the house. Druggists speak well of them and so far as our experience goes, we can indorse the above. — *Southwestern Medical Journal*.



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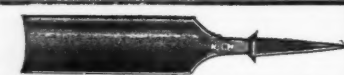
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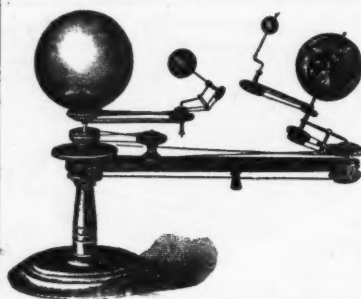
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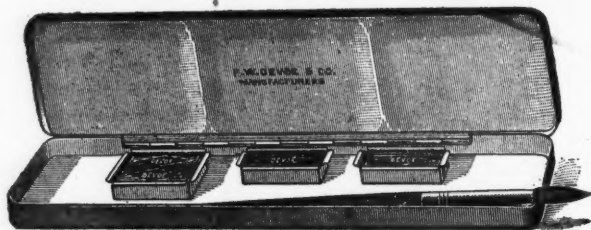
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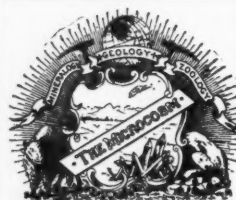
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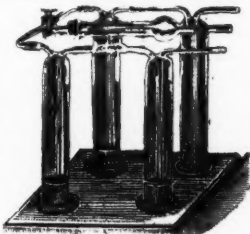
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Football News.

William F. Connelly, a member of the Elmira, N. Y., Free Academy football team, has died as the result of injuries received in a game. The coach has disbanded the academy eleven, and Principal Conant has forbidden football for the remainder of the season. Two other Elmira schoolboys have died in the past three years from football injuries.

Thomas McCauley, a member of the Brooklyn Manual Training High school football team, suffered so bad a paralysis of the spine during a match game that he will probably die.

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- 1747. Samuel Tucker, naval officer, born.
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- 1769. Joseph Ellicott, engineer, born.
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- 1764. Stephen Van Rensselaer, last of the patroons born.
Founder of Rensselaer Polytechnic Institute.
- 1768. The Stamp Act went into force.
Bells tolled and business suspended.
- 1777. The *Ranger* sailed from Portsmouth, N. H., in search of British vessels.
- 1806. William H. Ellet, chemist, born.
Discovered a new method of making gun cotton.
- 1808. John Taylor, president of Mormon church, born.
Had seven wives and thirty-four children.
- 1811. Frances M. Whitmer, humorist, born.
Author of the "Idiot Bedott" papers.
- 1815. Crawford W. Long, physician, born.
One of the discoverers of anaesthesia.
- 1837. Morgan Dix, clergyman, born.
A rector of Trinity church, New York.
- 1833. Charles Calverly, sculptor, born.
Statues of Greeley and Howe in Greenwood.
- 1835. Godfrey Weitzel, soldier and engineer, born.
Was chief engineer in the Butler expedition.
- 1844. Charles F. Pidgin, author and statistician, born.
Inventor of machines for tabulating statistics.
- 1849. William M. Chase, artist, born.
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- 1871. Stephen Crane, author, born.
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